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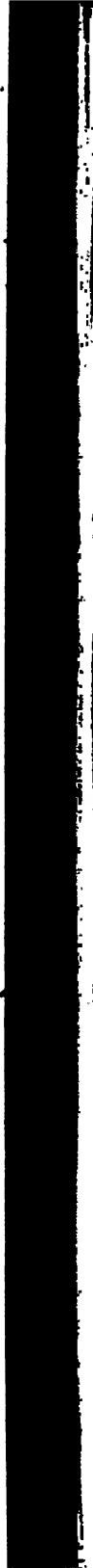
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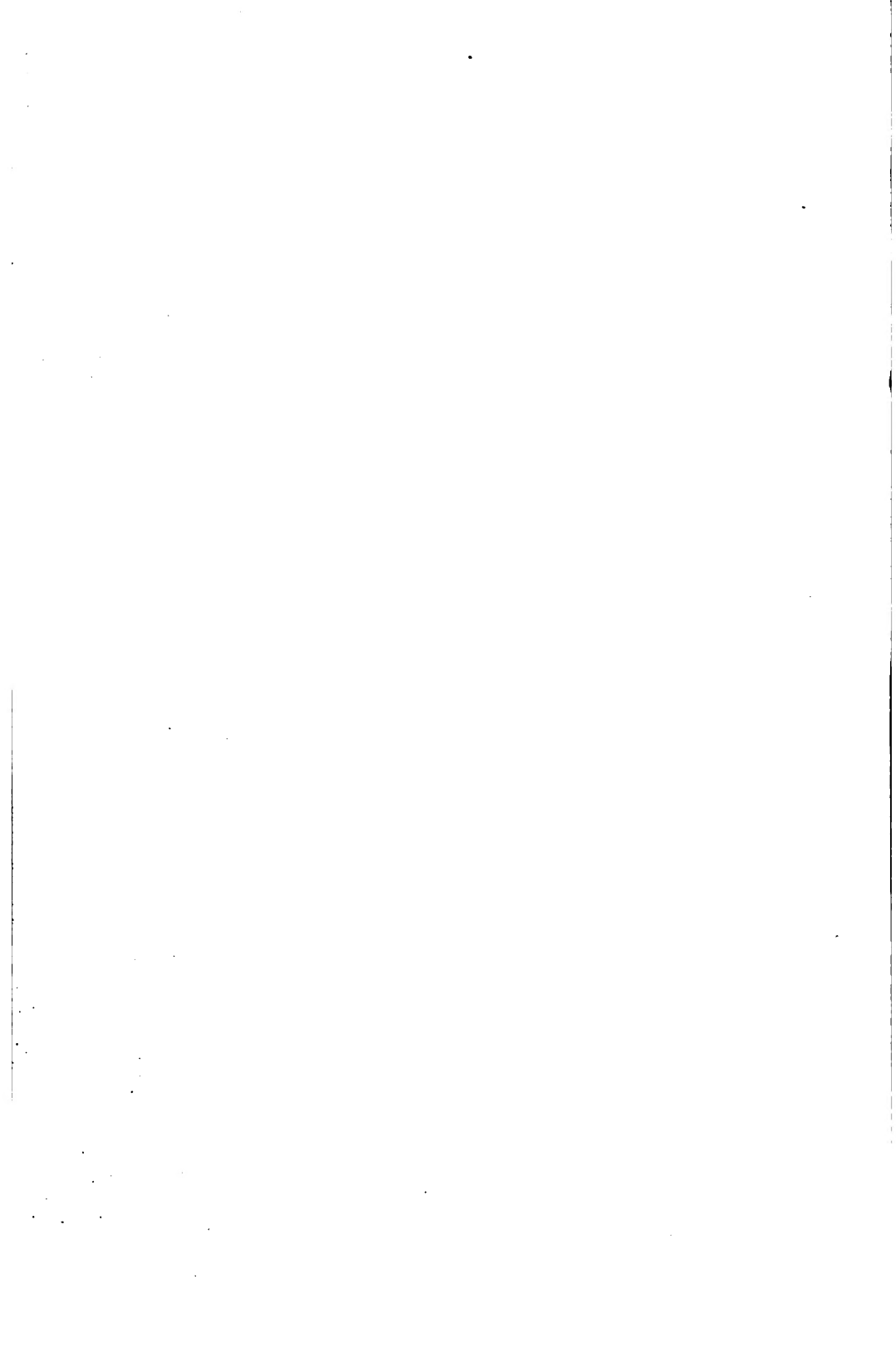
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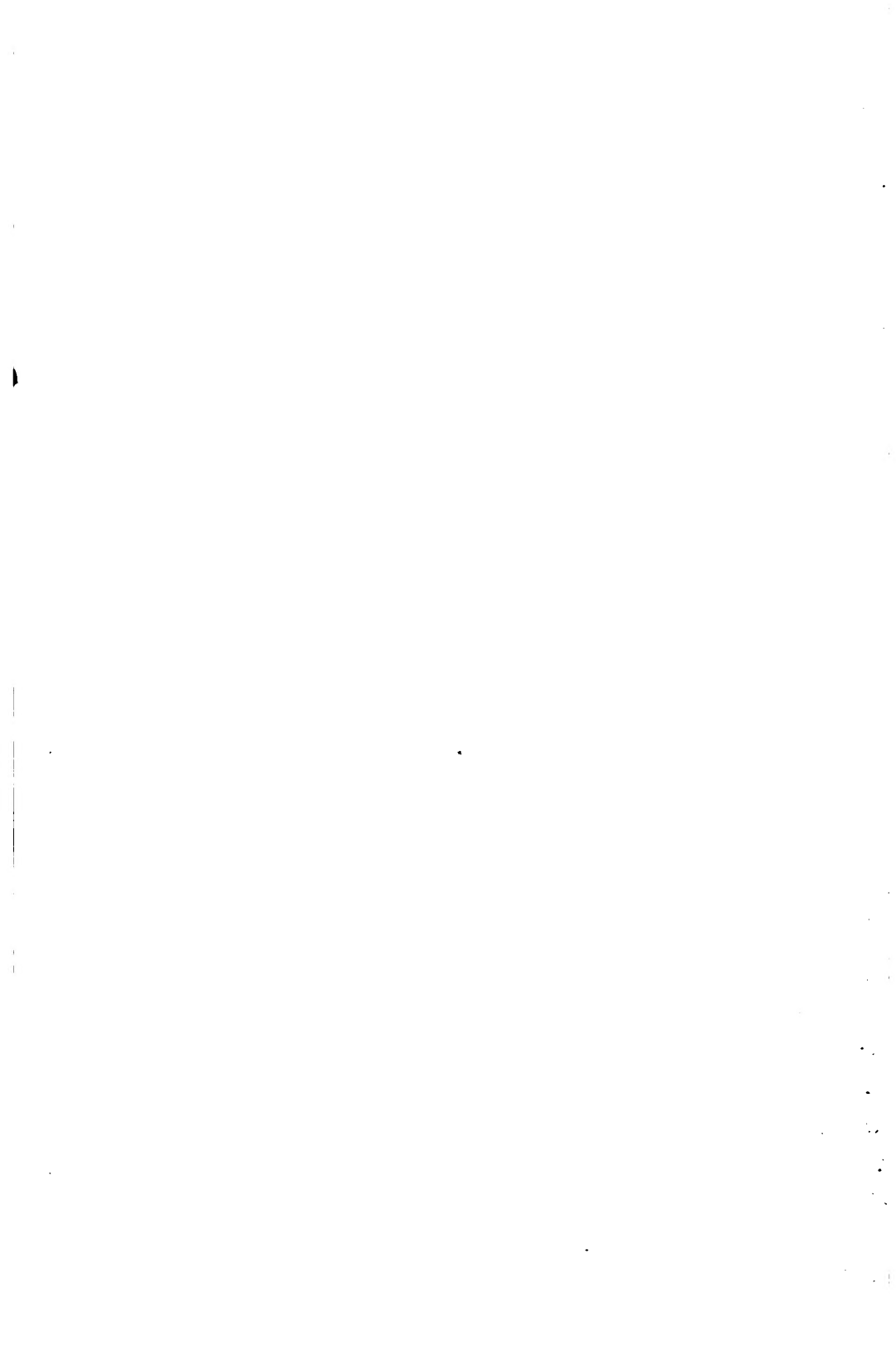
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FIFTY-SECOND
ANNUAL REPORT

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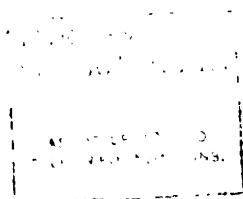
CITY OF CHICAGO



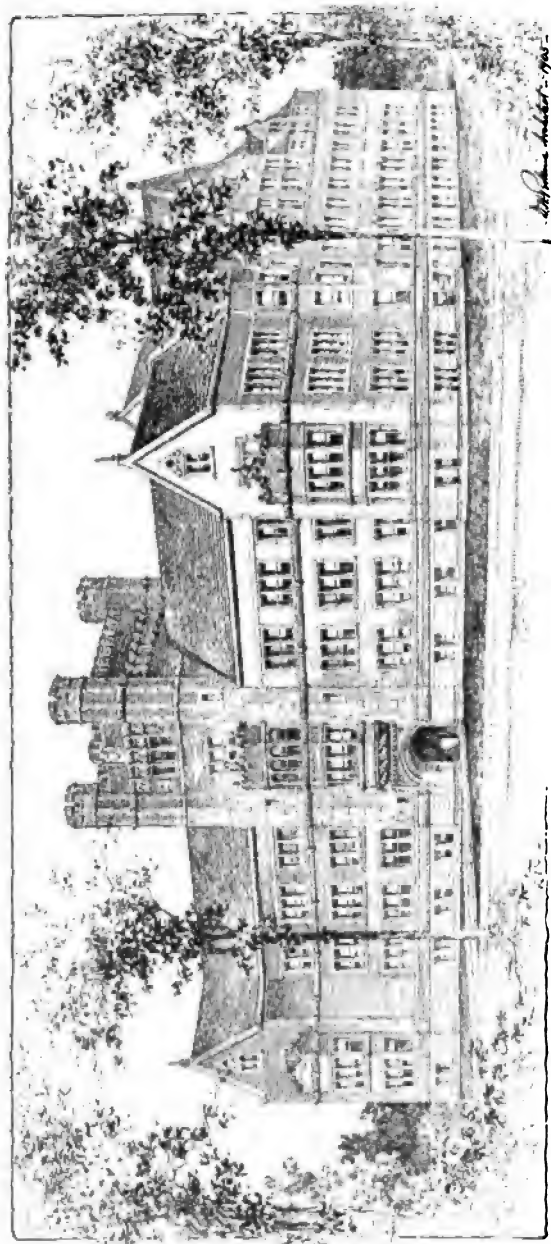
FOR THE YEAR ENDING JUNE 30, 1906



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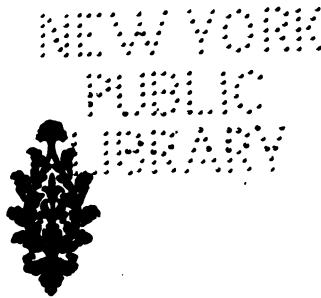
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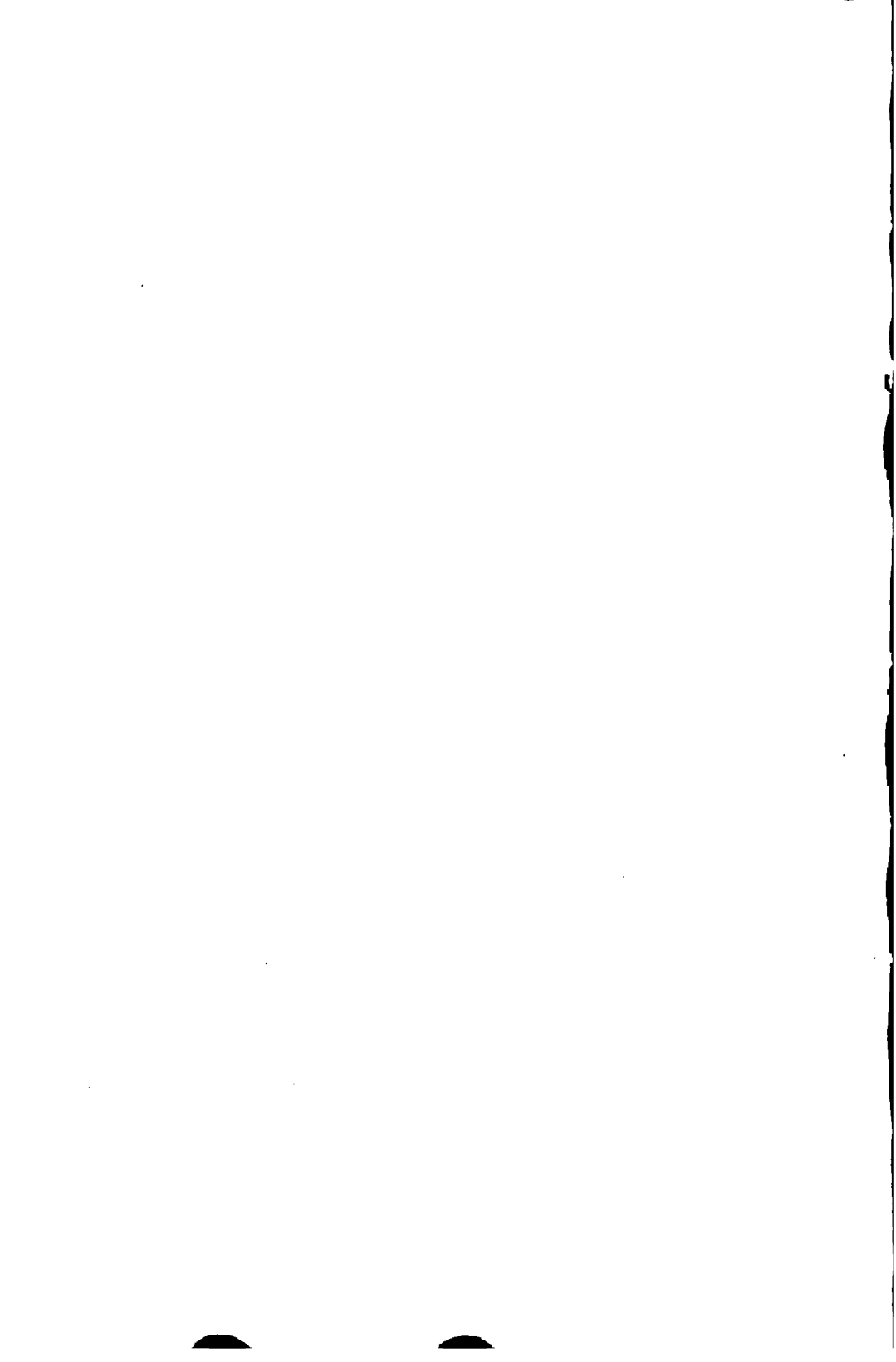
ENGLEWOOD HIGH SCHOOL ADDITION.

PUBLIC SCHOOLS
OF THE
CITY OF CHICAGO

FIFTY-SECOND ANNUAL REPORT
OF THE
BOARD OF EDUCATION
FOR THE
YEAR ENDING JUNE 30, 1906



PUBLISHED BY
THE BOARD OF EDUCATION
OF THE CITY OF CHICAGO
MARCH, 1907



**FIFTY-SECOND
ANNUAL REPORT**

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**BOARD
OF EDUCATION**

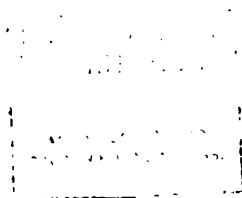
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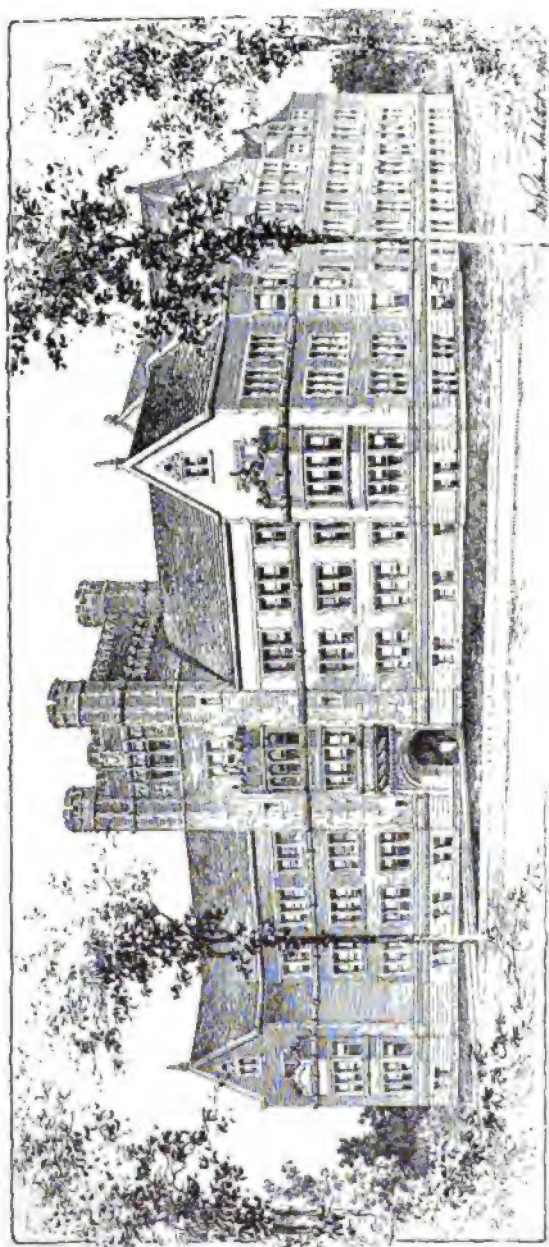
FOR THE YEAR ENDING JUNE 30, 1906



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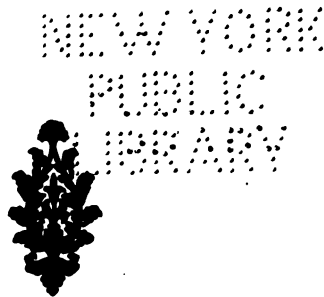
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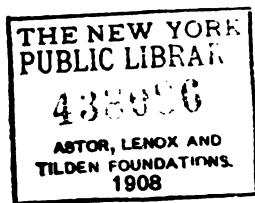
ENGLEWOOD HIGH SCHOOL ADDITION.

PUBLIC SCHOOLS
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CITY OF CHICAGO

FIFTY-SECOND ANNUAL REPORT
OF THE
BOARD OF EDUCATION
FOR THE
YEAR ENDING JUNE 30, 1906



PUBLISHED BY
THE BOARD OF EDUCATION
OF THE CITY OF CHICAGO
MARCH, 1907



BOARD OF EDUCATION 1905-1906.

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C. A. WEIL.....	524 Belmont Avenue.....	1907
CHARLES O. SETENES.....	262 North Curtis Street.....	1907
MRS. EMMONS BLAINE.....	344 East Erie Street.....	1908
MISS CORNELIA DE BEY.....	Reliance Building.....	1908
MODIE J. SPIEGEL.....	182 Wabash Avenue.....	1908
MISS JANE ADDAMS.....	Hull House, 335 South Halsted Street..	1908
JOHN C. HARDING.....	89 Bingham Street.....	1908
EMIL W. RITTER.....	1441 Monadnock Block.....	1908

*Died May 7, 1906.

STANDING COMMITTEES FOR 1905-1906.

SCHOOL MANAGEMENT:

Miss Addams, Chairman; Messrs. Dudley, O'Ryan, Mrs. Blaine,
Messrs. Hayes, Plamondon, Sethness, Miss de Bey, Messrs. Row-
land and Chvatal.

Member Ex-Officio:

The President.

BUILDINGS AND GROUNDS:

Mr. Fetzer, Chairman; Messrs. Duddleston, Shields, Weil, Spiegel,
Kuflewski, Harding, Ritter, Mrs. Keough and Mr. White.

Member Ex-Officio:

The President.

FINANCE:

Mr. Plamondon, Chairman; Mr. Spiegel;
The Chairman of the Committee on School Management.
The Chairman of the Committee on Buildings and Grounds.

Member Ex-Officio:

The President.

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SUPERINTENDENTS, SUPERVISORS, AND BUSINESS OFFICIALS—1905-1906.

EDWIN G. COOLEY, SUPERINTENDENT OF SCHOOLS.

DISTRICT SUPERINTENDENTS,

District No. 1.....	EDWARD C. DELANO, R. 630
District No. 2.....	ALBERT G. LANE, R. 630
District No. 3.....	WILLIAM C. DODGE, R. 630
District No. 4.....	ALFRED KIRK, R. 630
District No. 5.....	CHARLES D. LOWRY, R. 630
District No. 6.....	ELLA C. SULLIVAN, R. 630

Assistant Superintendent.....	WILLIAM M. ROBERTS, R. 612
Assistant Superintendent.....	CHARLES P. MEGAN, R. 612
Superintendent of Compulsory Education.....	W. L. BODINE, R. 804
Superintendent of Parental School.....	THOS. H. MACQUEARY, R. 808

HENRY SUDER	Supervisor Physical Culture
ROBERT M. SMITH.....	Supervisor Manual Training and Household Arts
JOHN B. CURTIS.....	Supervisor Schools for Blind
DANIEL P. MACMILLAN.....	Director Scientific Pedagogy and Child Study
LEWIS E. LARSON.....	Secretary
CHARLES N. FESSENDEN.....	Assistant Secretary
JOHN A. GUILFORD.....	Business Manager
SAMUEL M. FRANKLAND.....	Assistant Business Manager
THOMAS J. WATERS.....	Chief Engineer
GEORGE G. CUSTER.....	Auditor
FRED VOCT	Assistant Auditor
DWIGHT H. PERKINS.....	Architect
JOHN W. FOSTER.....	Superintendent of Supplies

JAMES MAHER, Suite 703, 97 Clark Street.....	Attorney
ANGUS ROY SHANNON.....	Assistant Attorney

COMMITTEES ON SCHOOLS, 1905-1906.

CHICAGO NORMAL SCHOOL
NORMAL PRACTICE SCHOOL.
YALE PRACTICE SCHOOL
PARENTAL SCHOOL.

HIGH SCHOOLS.

Austin,	Manual Training.	Medill, Joseph.
Calumet,	Hyde Park,	North-West Division,
Crane, Richard T.,	Jefferson,	Phillips, Wendell,
Manual Training,	Lake,	South Division,
Curtis, George Wm.,	Lake View,	Manual Training,
(High School Dept.)	Marshall, John,	South Chicago,
Englewood,	McKinley, Wm.,	Waller, Robert A.
Hoyne, Thomas,		

DISTRICT No. 1.

COMMITTEE.

MESSRS. PLAMONDON, FETZER AND WEIL.

Audubon, John J.,	Goudy, Wm. C.,	Nettelhorst, Louis,
Blaine, James G.,	Greeley, Horace,	Ravenswood,
Bowmanville,	Hamilton, Alex.,	Rose Hill,
Burley, Augustus H.,	Hawthorne, Nathaniel,	Schneider, George,
Coonley, John C.,	McPherson, Jas. B.,	Thorp, Ole A.,
Field, Eugene,	Morris, Robert,	

DISTRICT No. 2.

COMMITTEE.

MESSRS. PLAMONDON, FETZER AND WEIL.

Agassiz, Louis J. R.,	Knickerbocker, John J.,	Newberry, W. L.,
Alcott Louisa M.,	LaSalle, Rene R. C. S. de,	Ogden, William B.,
Arnold, Isaac N.,	Lincoln, Abraham,	Prescott, Wm. H.,
Headley, John T.,	Manierre, George,	Sheldon, Edwin H.,
Kinzie, John,	Mulligan, James A.,	Thomas, George H.,

DISTRICT No. 3.

COMMITTEE.

MRS. BLAINE, MESSRS. HARDING AND RITTER.

Adams, John Q.	Motley, John L.,	Stanley, Henry M.,
Carpenter, Philo,	Otis, James,	Talcott, Mancel B.,
Franklin, Benjamin,	Peabody, Elizabeth,	Washington, George,
Jenner, Edward,	Schiller, Johann C. von,	Wells, Wm. H.,
Kosciusko, Thaddeus,	Sexton, James A.,	

DISTRICT No. 4.

COMMITTEE.

MRS. BLAINE, MESSRS. HARDING AND RITTER.

Andersen, Hans C.,	Drummond, Thomas,	Mitchell, Ellen,
Burr, Jonathan,	Goethe, Johann W.,	Pulaski, Casimir,
Chase, Salmon P.,	LaFayette, M. Jean de,	Schley, Winfield S.,
Columbus, Christopher,	Langland,	Wicker Park,
	Logan, John A.,	

DISTRICT No. 5.

COMMITTEE.

MESSRS. SETHNESS, O'RYAN AND DUDDLESTON.

Avondale,	Darwin, Charles R.,	Moos, Bernhard,
Bancroft, George,	Henry, Patrick,	Nixon, Wm. Penn,
Beaubien, Jean Baptiste,	Irving Park,	Nobel, Alfred Bernhard,
Belding, Hiram H.,	Jefferson Park,	Norwood Park,
Bismarck, Carl O. E. L.,	Linne, Carl von,	Stowe, Harriet B.,
von,	Lloyd, Henry Demorest,	Von Humboldt, Freder-
Brentano, Lorenz,	Lowell, Jas. Russell,	ick,
Cameron, Daniel R.,	Monroe, James,	Yates, Richard.

DISTRICT No. 6.

COMMITTEE.

MESSRS. CHVATAL, KUFLEWSKI AND HAYES.

Austin, Grammar,	Emmet, Robert,	Morse, Samuel F. B.,
Beidler, Jacob,	Ericsson, John,	Nash, Henry H.,
Bryant, Wm. Cullen,	Hayes, Samuel S.,	Ryerson, Martin A.,
Byford, Wm. H.,	Howe, Julia Ward,	Spencer, Herbert,
Calhoun, John,	Key, Francis Scott,	Sumner, Charles,
Chalmers, Thomas,	Lawson, Victor F.,	Tennyson, Alfred,
Emerson, Ralph Waldo,	Marshall, John,	Tilton, G. W.
	May, Horatio N.,	

DISTRICT No. 7.

COMMITTEE.

MESSRS. SETHNESS, O'RYAN AND DUDDLESTON.

Brainard, Daniel,	Gladstone, Wm. E.,	Marquette, Jacques,
Brown, Wm. H.,	Goodrich, Grant,	McLaren, John,
Crerar, John,	Grant, Ulysses S.,	Montefiore, Moses H.,
Crippled Children,	Irving, Washington,	Scammon, Jas. Y.,
Dante, Alighieri,	Jackson, Andrew,	Skinner, Mark,
Dore, John C.,	Jefferson, Thomas,	Tilden, Samuel J.
	King, Wm. H.,	

DISTRICT No. 8.

COMMITTEE.

MESSRS. CHVATAL, KUFLEWSKI AND HAYES.

Burns, Robert,	Howland, George,	Rogers, John G.,
Clarke, George C.,	Jirka, Frank J.,	Smyth, John M.,
Cooper, Peter,	McCormick, Cyrus H.,	Spry, John,
Corkery, Daniel J.,	Medill, Joseph,	Whitney, Eli,
Farragut, David G.,	Penn, William,	Whittier, John G.,
Froebel, Frederick,	Pickard, Josiah L.,	Worthy, John.
Hammond, Chas. G.,	Plamondon, Ambrose,	

DISTRICT No. 9.

COMMITTEE.

MISS ADDAMS, MISS DE BEY AND MR. SPIEGEL.

Brenan, Thomas,	Haven, Luther,	Swing, David,
Foster, John H.,	Jones, William,	Throop, Amos G.,
Garfield, James A.,	Jungman, Joseph,	Walsh,
Goldsmith, Oliver,	Komensky, John A.,	Washburne, Elihu B.
Harrison, Carter H.,	Sheridan, Mark,	

DISTRICT No. 10.

COMMITTEE.

MRS. KEOUGH, MESSRS. DUDLEY AND TILDEN.

Armour, Philip D.,	Greene, Nathaniel,	McAllister, Wm. K.,
Burroughs, John C.,	Hartigan, Edward,	McClellan, Geo. B.,
Chicago Lawn,	Healy, Robert,	Shields, James,
Davis, Nathan Smith,	Holden, Charles N.,	Ward, James,
Everett, Edward,	Longfellow, Henry W.,	Webster, Daniel,
Fallon, William,	Mann, Horace,	

DISTRICT No. 11.

COMMITTEE.

MRS. KEOUGH, MESSRS. DUDLEY AND TILDEN.

Colman, Zenos,
Dewey, George,
Earle, Charles W.,
Fulton, Robert,
Graham, Alexander,

Hamline, John H.,
Hancock, Winfield S.,
Hedges, James,
Hendricks, Thos. A.,
Holmes, Oliver W.,
Lake Grammar,

Libby, Arthur A.,
Parkman, Francis,
Seward, Wm. H.,
Sherman, Wm. T.,
Sherwood, Jesse.

DISTRICT No. 12.

COMMITTEE.

MESSRS. ROWLAND, SHIELDS AND WHITE.

Altgeld, John Peter,
Auburn Park,
Barnard, Alice L.,
Bass, Perkins,
Beale, William G.,
Brownell, Chas. S.,
Copernicus, Nicholas,

Curtis, Geo. Wm.,
Fernwood,
Gresham, Walter Q.,
Harvard,
Kershaw, Joshua Dawson,
Lewis-Champlin,

Oglesby, Richard,
Raster, Hermann,
Scanlan, Thomas,
Van Vlissingen, Peter,
Wentworth, D. S.,
West Pullman.

DISTRICT No. 13.

COMMITTEE.

MESSRS. ROWLAND, SHIELDS AND WHITE.

Bradwell, Myra,
Burnside, Ambrose E.,
Carter, Wm. W.,
Clay, Henry,
Cornell, Paul,
Fiske, John,
Gallistel,

Kenwood,
Kozminski, Chas.,
Madison, James,
McCosh, James,
Park Manor,
Poe, Edgar Allan,
Pullman,

Ray, William H.,
Revere, Paul,
Sheridan, Phil.,
Taylor, Douglas,
Thorp, James N.,
Wadsworth, James,
Warren, Joseph,

DISTRICT No. 14.

COMMITTEE.

MISS ADDAMS, MISS DE BEY AND MR. SPIEGEL.

Burke, Edmund,
Doolittle, J. R., Jr.,
Douglas, Stephen A.,
Drake, John B.,
Farren, John,
Felsenthal, Herman,
Forestville,

Fuller, Melville W.,
Keith, Elbridge G.,
Marsh, John L.,
Moseley, Flavel,
Oakland,
Parkside,

Pestalozzi, Johann Heinrich,
Raymond, Benj. W.,
Scott, Walter,
Shakespeare, Wm.,
Sullivan, Wm. K.,
Willard, Frances E.,

REPORT OF THE PRESIDENT

PRESIDENT'S ANNUAL REPORT

To the Members of the Board of Education:

Ladies and Gentlemen:—I have pleasure in presenting my annual report for the year ending June 30, 1906.

The year has been one of notable progress in the schools, both on the side of educational work and on the side of the physical well-being of the pupils.

EDUCATIONAL DEPARTMENT.

On the educational side we find uniform progress in all departments. The most gratifying sign of the firm hold which the public schools have upon the people is the increase in the average length of time that pupils remain in school. We find an increasing number of boys and girls remaining in school for the work of the higher grades, and in the high schools a striking advance in attendance has been made during the year. The special departments of Manual Training and Household Arts continue to be highly popular, and the work in the other special departments has also been proceeding in a very satisfactory way.

SCHOOL ACCOMMODATIONS.

The year has been especially noteworthy for the improvement in the accommodations for school children. The report of the architect, Mr. Dwight H. Perkins, sets forth the facts so fully and clearly that I present it here in full.

To the President:

Dear Sir:—I submit the following report of the work done by the Architectural Department for the year ending June 30, 1906.

This work is briefly summarized in the three following tables, which are explained by their captions:

TABLE No. 1.

Buildings Completed During Year Ending June 30, 1908.

New Buildings.	No. of Rooms. Assembly Hall. Gymnasium.	No. of Seats.	Approx. Cost of Building.
Altgeld, 71st and Loomis Sts.....	26—A. H. & G.	1,248	\$ 175,000
Beaubien, N. 52d and Winnemac Aves.....	12—A. H.	576	140,000
Copernicus, 60th and Throop Sts.....	20—A. H.	960	150,000
Davis, 39th St. and Sacramento Ave....	12—A. H.	576	125,000
Graham, 45th St. and Union Ave.....	26—A. H. & G.	1,248	175,000
Harvard, 75th St. and Harvard Ave.....	12—A. H.	576	125,000
May, Congress St. and 50th Ave.....	12—A. H.	576	125,000
McCormick, 27th St. and Sawyer Ave.....	26—A. H. & G.	1,248	175,000
Monroe, Schubert and Monticello.....	26—A. H. & G.	1,248	170,000
Normal, 68th St. and Stewart Ave.....	30—A. H.	1,500	400,000
Whitney, W. 28th St. and S. 40th Ct.....	26—A. H. & G.	1,248	175,000
Total new buildings.....	228 11 5	11,004	\$1,935,000
Additions.			
Audubon, Cornelia and Hoyne Aves.....	9	432	\$ 75,000
Blaine, Grace and Southport Aves.....	13—A. H.	624	100,000
Cameron, Potomac and Monticello Aves...	7—A. H.	336	40,000
Coonley, Belleplaine Ave. and Leavitt St..	2	96	5,000
Hamilton, Cornelia and Marshfield Ave....	3	144	10,000
Lake High, 47th Place and Union Ave.....	16 G.	768	217,000

REPORT OF THE PRESIDENT.

15

New Buildings.	No. of Rooms. Assembly Hall. Gymnasium.			No. of Seats.	Approx. Cost of Building.
Nixon, N. 42d and Dickens Aves.....	12	A. H.		576	\$ 112,500
Smyth, 13th St. near Blue Island Ave....	6	A. H.		288	82,000
Stowe, Wabansia Ave and Ballou St....	2			96	5,000
Portable Schools (45), Various Locations	45			2,160	87,000
Total additions	115	4	1	5,520	\$ 733,500
Alterations.					
Newberry, Heating and Ventilating Plant.....					\$ 24,000
Scammon, Heating and Ventilating Plant.....					6,000
Austin High, Heating Plant and Laboratory Fittings					29,000
Total alterations					\$ 59,000
Rooms. A. H. G. Seats. Cost.					
Total buildings completed during year..	343	15	6	16,524	\$2,727,500

TABLE No. 2.

Buildings Placed Under Construction During the Year Ending
June 30, 1906.

New Buildings.	No. of Rooms. Assembly Hall. Gymnasium.			No. of Seats.	Approx. Cost of Building.
Chicago Lawn, 65th St. and Homan Ave.....	12	A. H.		576	\$ 125,000
Hayt, Perry St. and Granville Ave.....	24	A. H. & G.		1,152	185,000
Key, Ohio St. and Park Ave.....	12	A. H. & G.		576	140,000
Lloyd, 49th and Dickens Aves.....	12	A. H.		576	140,000
Moos, California and Wabansia Aves....	26	A. H. & G		1,248	210,000

PUBLIC SCHOOLS.

New Buildings.	No. of Rooms. Assembly Hall. Gymnasium.			No. of Seats.	Approx. Cost of Building.
Oglesby, 78th and Green Sts.....	12	A. H.		576	\$ 140,000
Penn, Avers Ave. and 16th St.....	26	A. H. & G		1,248	210,000
Spalding, Park Ave. near Ashland Ave....	4			90	68,000
Stewart, Kenmore Ave. near Sunnyside...	26	A. H. & G.		1,248	195,000
Thorp (O. A.), Foster Ave., W. of Lincoln Ave..	12	A. H.		576	140,000
Warren Dist., 92d St. and Central Ave.....	12	A. H.		576	140,000
	178	10	5	8,442	\$1,693,000
Additions.					
Bryant, 41st Ct. near 13th St.....	13	A. H. & G.		624	\$ 127,000
Copernicus, 60th and Throop Sts.....	6	G.		288	35,000
Curtis H. & El., 114th Pl. and State St.....	12	A. H. & G.		576	200,000
Englewood High, 62d St. and Stewart Ave.....	19			900	255,000
Hedges, 48th St. and Winchester Ave....	12	A. H.		576	125,000
Jenner, Oak St. and Milton Ave.....	12	A. H. & G.		576	149,000
Medill H. & El., 14th Pl. and Throop St.....	5	G.		240	95,000
Parental, St. Louis and Berwyn Aves.....					16,000
Tuley High, Claremont & Potomac Aves.....	6			288	11,400
Van Vliissingen, 108th Pl. and Wentworth Ave...	12			576	122,000
	97	4	5	4,644	\$1,135,400
	Rooms.	A. H.	G.	Seats.	Cost.
Total buildings under construction..	275	14	10	13,086	\$2,828,400

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CITY OF BOSTON
100 NORTH ST.
BOSTON, MASS.



COPERNICUS SCHOOL.
Similar to the Graham, Altgeld, Monroe, McCormick and Whitney Schools.

TABLE No. 3.

**Buildings Authorized by the Board for Which Contracts Have Not
Been Awarded, June 30, 1908.**

New Buildings.	No. of Rooms. Assembly Hall. Gymnasium.	No. of Seats.	Approx. Cost of Building.
Bowen High, 89th and Manistee.....	26—A. H. & G.	1,250	\$ 400,000
Chopin, Campbell Ave. and Iowa St.	14—A. H. & G.	672	160,000
Commercial High, .....	.....	.....	50,000
Crippled Children (So. Side), 41st and Wabash Ave.....	4	90	50,000
Healy, Parnell Ave. near 31st St.....	24—A. H. & G.	1,152	200,000
Irving Pk. High & El., 41st Ct. and Grace St.....	26—A. H. & G.	1,250	250,000
Jahn, Lincoln St. and Belmont Ave....	26—A. H. & G.	1,248	210,000
Kosciuszko, Cleaver St. near Blackhawk.....	26—A. H. & G.	1,248	210,000
Marsh Dist., 98th and Exchange Ave.....	12—A. H. & G.	576	125,000
Nobel, Hirsch St. and N. 41st Ct.....	26—A. H. & G.	1,248	175,000
Parkman, 51st St. and Princeton Ave.....	26—A. H. & G.	1,248	210,000
Pullman Dist., 113th and Morse Ave.....	26—A. H. & G.	1,248	210,000
Shields Br., No. 2, 51st St. and Oakley Ave.....	12—A. H. & G.	576	125,000
Trumbull M. T. H., Sedgwick and Division Sts.....	38—A. H. & G.	1,400	520,000
Washburne, 14th St. near Jefferson St.....	21	1,008	175,000
Washington, Grand Ave. and Morgan St.....	26—A. H. & G.	1,248	210,000
	<hr/>	<hr/>	<hr/>
	333 13 13	15,462	\$3,280,000
Additions.			
Belding, N. 42d Ct. and Cullom Ave.....	6—A. H. & G.	288	\$ 75,000

PUBLIC SCHOOLS.

New Buildings.	No. of Rooms. Assembly Hall. Gymnasium.		No. of Seats.	Approx. Cost of Building.
Brentano, N. Fairfield Ave. and Diversey...	12—A. H. & G		576	\$ 140,000
Byford, Iowa St. near N. Central Ave...	12—A. H. & G.		576	140,000
Cornell, Drexel Ave. and 76th St.	12—A. H. & G.		576	115,000
Dante, Desplaines and Forquer Sts.	12—A. H. & G.		576	125,000
Farragut, Spaulding Ave. and 24th St.	12—A. H. & G.		576	140,000
Henry, Eberly and Cullom Aves.	12—A. H. & G.		576	125,000
Holmes, Morgan and 56th Sts.	9—A. H. & G.		432	95,000
Howe, Laurel Ave. and Superior St.	12—A. H. & G.		576	125,000
Jackson, Sholto and Better Sts.	18—A. H. & G.		864	175,000
Jungman, 18th and Nutt Sts.	10—A. H. & G.		480	90,000
Lake View High, Ashland Ave. and Irving Pk. Bd. 21—A. H. & G.			1,000	250,000
Marshall High, Adams St. and Kedzie Ave.	2	G.	96	30,000
Nettlehorst, Evanston and Aldine Aves.	9—A. H.		432	150,000
Otis, Armour St. and Grand Ave.	12—A. H. & G.		576	145,000
Rogers, W. 13th and Throop Sts.	18—A. H. & G.		864	190,000
Sheridan (Mark), 27th & Wallace Sts.	4—A. H.		192	30,000
Sullivan (Alterations), 83d St. and Houston Ave. ....	..	..	.....	13,000
	193	16	15	9,256
	Rooms.	A. H.	G.	Seats.
Total buildings ordered, but con- tracts not awarded.....	526	29	28	24,718
				\$5,433,000

Recapitulation.

	Rooms.	A. H.	G.	Seats.	Cost.
Buildings completed	343	15	6	16,524	\$ 2,727,500
Buildings under construction.....	275	14	10	13,086	2,828,400
Buildings ordered, but contracts not let	526	29	28	24,718	5,433,000
Grand Total	1144	58	44	54,328	\$10,988,900

The following explanatory notes are given:

1. Numbers of Class-Room Seats in Above Tables.

The numbers of seats are calculated at the rate of 48 seats in each room—because that method has been followed in previous reports and these tables are a continuation of former tables.

The estimates would be nearer correct if it could be told in advance the exact number of rooms to be used for grammar grades at 48 seats each and for primary grades at 54 seats each—Illustration—The McCormick school is estimated at 1248 seats for 26 rooms. The actual number of seats installed is 1356.

2. Commercial High School.

Nothing more than the making of preliminary plan sketches for two locations has been done in relation to the Commercial High School, because no final selection of site has been made.

3. Need for School Buildings.

As was pointed out in the last annual report, there were in Chicago a large number of school children not properly housed or not housed at all—June 30, 1905. An emergency, therefore, existed and the first duty of the department was to erect buildings without delay, and structures in general features similar to those of the preceding year were placed under contract, the principal difference being in their exterior design. Also for the sake of expediting work a number of exterior designs were repeated several times.

4. Revision of the Typical School House Plan.

A revision of the type of class rooms and school buildings was deferred until the following year, that duty being regarded as secondary to the first duty mentioned above.

5. Description of Type Used.

The type of 1904 and 1905 was entirely fireproof and 26-room buildings comprised an assembly hall on the first floor, seating 450 persons—a gymnasium on the third floor and manual training and domestic science rooms in the basement, in addition to the usual play rooms and toilet rooms, and space for heating and ventilating apparatus. The size of class rooms was 26 feet 6 inches by 33 feet. One of the 26 rooms—generally the southeast corner in the first story was equipped with a special toilet room and facilities for kindergarten purposes.

A number of 12-room buildings have been built; they are in each case one-half of an ultimate 24-room building and are planned so that 6 rooms can be added at either end at any time without disturbing the school sessions. These 12-room buildings contain the heating and ventilating apparatus and the toilet rooms for the final enlarged building. They also include the assembly hall, but prior to the Board order of June 6, 1906, they were planned without gymnasias. Plans made for 12 or 14-room buildings, after that date, will include gymnasias as well as assembly halls. In general, the plan of the buildings of 1905 and 1906 has been along similar lines, with the exception of one plan, which is being used for three schools and differs in relation to toilet rooms and rear stage entrances.

6. Tower Toilets.

The plans for the Moos school, which are being repeated at the Kosciuszko and Pullman schools, show toilet rooms for each sex in each story, including the basement. The purpose is to subdivide the facilities now located at two points, placing them at eight points instead, and to prevent the congestion of large numbers of pupils of various ages at one time in the

toilet rooms. It is also to permit the more easy supervision by the teachers and to produce a situation more nearly approximating the condition of the home.

7. Rear Stage Entrances.

The same plans give rear access to the assembly hall stage to the pupils or to a speaker, obviating the necessity of approaching the stage through the auditorium. The size of the stage is increased.

8. Sunlight.

Wherever possible, elementary school buildings have been placed so as to front either east or west. The plan being long and narrow results in every room receiving either east or west sunlight every day. Rooms lighted exclusively from the north are avoided if the site permits.

9. Grounds.

The new large buildings are approximately 250 feet long. The Board has, therefore, wherever possible, bought sites 300 feet long, and in many instances has acquired property from street to street and vacated the alley between. The result is that the buildings are being set from 100 feet to 120 feet back from the street, giving playgrounds in front of the buildings 120 feet by 300 feet. In instances similar to the Moos plan there are in addition two playgrounds in the rear, each over 82 feet by 110 feet. The result is an ideal arrangement for playgrounds with space both for play and for planting, and for light and air for the building.

10. Yard Improvements.

Extensive yard improvements have been put under contract within the year. Concrete walks, drives and filling have been built and a number of experiments in playground surfaces have been made, the results of which are not yet apparent. These include brick, pulverized cinders, common dirt, sand, round cedar blocks and Westrumite paving. More detail in regard to yard improvements is given in the Repair Department report below.

11. Building Ordinance Revisions.

Ordinances demanding fireproof construction, regulating the capacity of stairs, the capacity and exits from assembly halls, etc., etc., existed prior to the beginning of the year. During the year new ordinances or revisions have come into effect which involve considerable increase in expense.

The sanitary ordinances prohibit range closets and trough urinals; they also demand certain changes in piping. The result is a sanitary improvement in some particulars, but a division of opinion exists in regard to other features. The increase in expense is about \$10,000 in a 26-room building.

12. Cost of Buildings.

The Moos school is the latest and in many ways the most expensive building put under construction during the year. It is taken as the basis for the following estimates:

In addition to the extra expense noted under ordinance changes, the increase in the market price of labor and material has also raised the cost \$10,000 to \$15,000 for each 26-room building.

The result is that the board has been obliged to appropriate \$35,000 extra for each 26-room or \$175,000 building.

Moos School—(Costs estimated upon an average of 50 pupils per room)—26 rooms, 1,300 pupils:

Total Cost.	Cost per room.	Cost per pupil.	Cost per cubic foot.	Cubic feet contents.	Proportion of cubic feet per pupil for entire building.
\$210,000.00	\$8,075.00	\$161.54	.14	1,477,500	1,136

13. Cost of the Department.

The exact total of contracts let, for buildings only, during the year was \$2,366,611. The cost of the department, salaries (including the clerks of the works), printing, supplies, general and incidental expenses, etc., was \$65,000.79, showing a cost of $2\frac{3}{4}$ per cent, exclusive of the expenses of the department of the Chief Engineer, which were for the year approximately \$18,000.

The Architect's department regularly does drafting for the other departments, which in this year amounted approximately to \$4,000. This amount is included in the total above, but in making an estimate of expense of architectural services should not be so included.

14. Organization of the Department—Clerks of the Works.

The Architect's department is made up of men appointed entirely under regulations of the Civil Service Commission of Chicago, either certified after examination or else appointed under temporary, or 60-days permission, from that commission.

No important changes have taken place during the year except in the matter of outside supervision. The force of superintendents has been augmented by placing a clerk of the works on each building from the time construction commences, and at all times thereafter when critical portions of the work are being done, until the completion of the same. Such clerks are at the building from 8 a. m. to 5 p. m., and are charged with the duty of seeing that the plans and specifications are strictly followed, especially when the superintendent is absent.

15. Illustrations.

A photograph is submitted herewith of the Copernicus School. It is identical in design and, therefore, illustrates the Graham, Altgeld, Monroe, McCormick and Whitney Schools. Their plan is similar to that shown for the Graeme Stewart School.

A second photograph of the Harvard School illustrates in similar manner the Chicago Lawn, Davis, May and Beaubien Schools. The plan is similar to the center portion of the plan shown for the Hayt School. Interior photographic views are shown of the Harvard School assembly hall, and are typical of the first-story assembly halls of this year.

The plans shown for the Graeme Stewart School also illustrate the arrangement of the Penn, Washington and Jahn Schools. The exterior pen and ink sketch of the Stewart

School also illustrates the Penn School, and the Washington exterior sketch also applies to the Jahn.

The plans and exterior sketch of the Stephen K. Hayt School illustrate the Key, Oglesby, Thorp, Warren and Lloyd Schools, except that the latter five are built with only 12 class rooms at present. The Hayt is completed with 24 rooms.

The Spalding School is special in design, being arranged exclusively for crippled children. It is, with the exception of the space for industrial training, all on one floor and includes space for cooking, dining and medical service.

The Moos plans illustrate the Kosciuszko and Pullman School buildings as well. A sketch is also given of the site, giving the arrangement of the grounds.

An exterior view is also given of the Englewood High School.

REPAIR DEPARTMENT.

The Repair Department has for the year ending June 30, 1906, been engaged in repairs of all kinds on old buildings and has executed or supervised the construction of "permanent improvements" on both old and new buildings. The work on new buildings is generally limited to yard improvements and furniture or equipment for the teaching of special subjects.

Repairs are charged to the "Educational Fund"; permanent improvements are charged to the "Building Fund."

The following is a summary of repairs for the year:

It is the endeavor of the department to order calcimining of all old buildings every three years and varnishing every six years. Sufficient funds have not been available to permit that, however, and numerous buildings in the outlying districts have not been calcimined in four years. It is believed by many that for sanitary reasons all outlying buildings should be calcimined every two years and buildings in the inner wards each year.

1. 92 old schools were painted, calcimined and varnished
at an expense of.....\$ 43,220.96
2. Repairs to slate and metal roofs, gutters, downspouts,
etc., were executed at 171 schools at an expense of.. 8,778.18

REPORT OF THE PRESIDENT.

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3. Re-coating and repairs on gravel roofs were executed at 62 schools at an expense of.....	\$ 9,207.20
4. Repairs on flag-poles and ropes were executed at 20 schools at an expense of.....	631.25
5. Window shades were replaced and repaired in 86 schools at an expense of.....	2,568.45
6. Scales were repaired at 16 schools at an expense of....	763.97
7. Masonry and plastering repairs were executed in 74 schools at an expense of.....	2,882.90
8. Blackboards were repaired in 8 old schools. This, with the hyloplate boards purchased for Portable schools and temporary use in new schools, cost.....	1,344.13

Labor performed in, and supplies purchased for the workshop for miscellaneous repairs not included in the above items, involved expense as follows:

9. Paints, oils, etc.....	1,007.81
10. Window glass and putty.....	6,930.50
11. Hardware and nails.....	10,071.01
12. Lumber of all kinds.....	22,195.01
13. Removing ashes and rubbish from schools.....	4,802.60
14. Carpenters and laborers' wages.....	82,325.18
15. Electrical supplies and bell repairs.....	1,001.37
	<hr/>
	\$197,730.58

The Repair Department manufactured upon requisitions from the Business Manager the following portable furniture for the schools. This sum is included in the supply and labor items noted above. It is given for the purpose of showing a part of the work done in the shop and the low cost of school furniture when made by the employes of the Board.

At the workshop the following apparatus and furniture was manufactured:

1 Filing case	\$ 117.85
225 Teachers' tables	1,321.35
25 Sand tables	117.75
100 Kindergarten tables	193.10
100 Reference tables	306.05
36 Stereopticon cases	720.70
25 Principals' desks	472.85

2 doz. waste lunch boxes	}	\$7.95
2 doz. paper barrels		
2 doz. key boards		
2 doz. "Lost and Found" boxes.....		
25 Book cases		376.90
25 10-foot blackboards		197.35
12 Engineers' wardrobes		131.75
2 doz. hand racks		51.30
1 doz. bulletin boards		12.00
25 5-foot blackboards and easels.....		145.65
24 Model stands		97.60
36 Lunch benches		77.12
At a cost of.....		\$4,418.27

Seats and Desks.

Seats and desks have either been purchased, or old desks in stock have been cleaned or revarnished for use in 107 old schools and 15 new ones at an expense of \$18,288.24.

This item is included in the above items for labor and material. It is given here to show the extent of the item for desks.

Minor Items.

Such items as repairs to locks, doors, windows, walks, door checks, springs, desks, drawers, etc., are not specially itemized. Their cost is included in the above.

It is possible to economize in providing many minor items by manufacture by the Board employes, rather than by purchase. A few typical instances are given for illustration:

More than 3,000 kick-plates have been made and set at an expense of less than 50 cents per pair. Their former cost was \$2.50 per pair. Brackets to hold cup chain rods in play rooms are made at a cost of less than 20 cents. They were formerly contracted for at an expense of 50 cents each. Foot scrapers are made at a cost of 25 cents each; their former cost was 75 cents.

Portable Schools.

Portable schools were formerly contracted for at an expense of approximately \$1,500, exclusive of stoves. A re-

arrangement of the plan and the method of construction has reduced the cost to less than \$1,000 and has also reduced the cost of transportation one-third.

PERMANENT IMPROVEMENTS.

The Repair Department has either done directly or has supervised the execution of contracts for permanent improvements, chargeable to the building fund as shown by the following list. None of these items are included in the preceding amounts given under repairs.

- | | |
|--|--------------|
| 1. IRON FENCES were placed at 9 schools at an expense of | \$ 16,872.00 |
| 2. RETAINING WALLS of brick were built at 12 schools at an expense of..... | 21,957.40 |
| 3. CEMENT WALKS were laid at 9 schools at an expense of | 5,621.00 |
| 4. FLAG-POLES were erected at 6 schools at an expense of | 910.00 |
| 5. CINDER AND EARTH FILLING has been done in the grounds of 18 schools at an expense of..... | 1,292.00 |
| 6. SCALES of 15-ton capacity have been installed at 7 old schools at an expense of..... | 2,584.00 |
| 7. MANUAL TRAINING AND DOMESTIC SCIENCE tables and furniture have been built and set in 47 schools at an expense of..... | 30,085.79 |

BUILDINGS ORDINANCE REVISIONS.

- | | |
|---|-----------|
| 8. Changes to lessen danger in case of fire and to comply with the regulations of the Building Department have been carried out in 32 schools at an expense of. | 20,936.97 |
| 9. NEW MACHINERY at the workshop has been installed at an expense of..... | 1,606.41 |
| 10. Miscellaneous carpentry has been done at various schools, chargeable to "Permanent Improvements," amounting to | 5,064.49 |

Total\$106,930.31

The following is a statement of the average force engaged in the workshop and outside at the schools for both the repair and the permanent improvement work. The total varies ac-

ording to season and the amount of permanent improvement from 150 to 200.

- 65 to 115 Carpenters.
- 14 Painters.
- 12 Machine Hands.
- 21 Laborers.
- 4 Teamsters.
- 4 Barnmen.
- 6 District Foremen and 2 Assistant Foremen.
- 6 Clerks, Messengers, Bookkeepers, etc.
- 2 Mechanics, Allied Trades.
- 1 Inspector of Buildings.

Like the employes of the Architect's Department, all of the above are appointed under Civil Service regulations.

Respectfully submitted,

D. H. PERKINS,
Architect.

BUSINESS MANAGER.

There have been no radical changes in connection with the Business Manager's Department during the year, but numerous improvements in methods have been introduced, looking to the betterment of the service.

Of the duties of the Business Manager, as defined in Sections 54 to 62 (both inclusive) of the rules of the Board, the most important are the examination, selection, and recommendation of school sites in connection with the erection of new school buildings, additions to old buildings, and for playground purposes; the purchase and distribution of school supplies of every description; the care and cleanliness of the school buildings and grounds, the care of the Supply Department, stables and warehouses connected therewith; the receipt, care, and custody of all proposals and deposits accompanying same, as well as the contracts and bonds for all labor and material furnished, and the preparation of pay rolls for office and business employes, engineers and janitors, bathroom attendants, and the rental roll.

Mr. Guilford reports: "During the school year just ended there has been recommended by the Board of Education to the

City Council the acquiring of school sites, either by direct purchase or under the eminent domain law, the following: New sites, 24; sites adjoining school premises, 111; total, 135.

* * * * *

"There are at the present time under the control of the Board 365 school buildings, of which 332 are owned by the city and 33 are rented.

"All school supplies have been, as in the past, secured by competitive bids, and contracts awarded to the lowest responsible bidders (quality considered), and the various merchants with whom we do business are unanimous in their assertions that the Board of Education are as close buyers as can be found in the City of Chicago. Supplies are delivered weekly to the various schools by our own teams, and in a manner perfectly satisfactory and with the least possible delay.

"In this connection permit me to call attention to an extract from a report submitted to the Board of Education of the City of New York, under date of March 22, 1905, by a committee appointed by said Board of Education for the purpose of visiting other large cities in the United States with a view to ascertaining the various methods employed, relative to the purchase and distribution of supplies, which reads as follows:

"'The City of Chicago alone was found up to date in its methods, having a sound business administration and adequate provision for its physical requirements in a large depository, its own delivery wagons, etc.'

* * * * *

"The rules relative to the care and cleanliness of school buildings and grounds are very concise and are strictly complied with by the engineers and janitors as a rule, and there need be no cause for criticism or complaint if the principals of the schools comply with the rules and report promptly to the Business Manager or Chief Engineer the case of any of said employes who may be found derelict in their duties.

"Under the rules of the Board the school buildings are thoroughly cleaned five times each year, and are swept and dusted every afternoon and morning, respectively.

"There has been received by the Business Manager during the present fiscal year, in the nature of deposits on proposals submitted, over \$600,000, and for the sale of old buildings, furniture, etc., over \$70,000.

* * * * *

"In addition to the above the Business Manager has jurisdiction over all Civil Service employes and the Business Agent at the Chicago Parental School, whose position was recently created and whose duty is to obtain proposals, purchase supplies, receive and disburse all supplies, receive all moneys paid by parents and guardians and others for pupils' clothing, etc., and transmit same to the Business Manager."

SECRETARY OF THE BOARD.

The rules of the Board of Education require the Secretary to keep a record of the meetings of the Board, a record of all the teachers in the Chicago public schools, showing the date of the award of their certificates, date of election, appointment, assignment, resignation, suspension, dismissal or death, transfer from one school to another, leaves of absence, return after expiration of leaves of absence, and all changes of teachers by reason of marriage since their election. The Secretary must also give notice of all Committee meetings, see that a complete record is kept of all the meetings of each Committee, and he is also charged with the duty of having the minutes of the Board printed for distribution to the members of the Board, to the several schools, and to the public.

He is further charged with the duty of collecting all rents on School Fund property, and the preparation and payment of teachers' pay rolls, and he is also required to sign all warrants during the year by order of the Board of Education for any purpose whatsoever.

The work devolving upon Mr. Larson's Department under the rules has been performed promptly during the year. The total amount of teachers' pay rolls during the year was \$5,666,071.37, and consisted of 60,317 separate warrants. In addition thereto, in the neighborhood of 10,000 warrants were issued during the year for employes' salaries and in payment of bills.

During the last year the total amount of rent collected was \$557,012.57, and there was due and uncollected at the end of the school year \$171,701, of which amount \$172,138.50 consists of rent which is tied up by litigation, so that the net amount of uncollected rent was \$562.50, of which \$487.50 has since been paid in cash and the remaining \$75 has been paid by a note due in 60 days.

COMMITTEE ON FINANCE.

At another point in this report will be found the annual statement of the Committee on Finance. For purposes of comparison, a table is given herewith showing the growth in the various items of expenditure for the past six years.

TOTAL EXPENDITURES OF BOARD OF EDUCATION FOR SIX YEARS—1900-1906.

	Total Average School Membership.	Expenditures for Educational Purposes.	Expenditures from the Building Fund.	Total Expenditures.
1900-1	221,511.6	\$6,650,016.41	\$1,221,615.87	\$ 8,871,631.98
1901-2	225,067.9	6,725,462.54	1,821,022.29	8,546,484.83
1902-3	226,893.5	6,528,583.14	2,204,292.96	8,732,876.10
1903-4	235,873.0	7,333,853.19	1,999,883.13	9,333,736.32
1904-5	240,217.5	7,401,337.06	2,283,145.97	9,684,483.63
1905-6	244,290.7	7,451,493.73	3,645,691.81	11,126,585.54
	Increase 10%	Increase 12%	Increase 198%	Increase 25%

ITEMIZED STATEMENT OF EXPENDITURES FROM THE BUILDING FUND.

	For New Buildings.	For Permanent Improve- ments.	For Sites and Play- grounds.	Miscellaneous.	Total.
1900-1 ..	\$ 832,609.72	\$104,249.89	\$ 157,368.25	\$127,390.01	\$1,221,615.87
1901-2 ..	1,186,480.96	120,640.85	414,680.17	99,220.31	1,821,022.29
1902-3 ..	1,650,379.27	109,422.95	280,150.12	164,340.62	2,204,292.96
1903-4 ..	1,355,381.12	453,315.96	135,673.65	55,512.40	1,999,883.13
1904-5 ..	1,324,439.52	352,633.91	387,402.63	218,469.91	2,283,145.97
1905-6 ..	1,957,743.38	343,826.61	1,261,681.51	82,440.31	3,645,691.81
	Increase 135%	229%	700%		198%

COMPULSORY EDUCATION.

The Superintendent of Compulsory Education reports that truancy in the Chicago public schools has been appreciably decreased during the past two years through the enactment and enforcement of the new compulsory education law, which has resulted in many prosecutions of parents, on the theory that "reform at home means one less child for the institution."

Mr. Bodine says: "The gratifying improvement in school attendance in Chicago, which is at present the largest within the life of the city, has been coincident with the great awakening in public conscience in 1899-1900, which resulted in legislation to advance and protect the children. Since that period the Parental School, the Juvenile Court, and the St. Charles Home for Boys have been established; the Compulsory Education Department and State Factory Inspector's Office have been reorganized; new laws on compulsory education and child labor have been enacted and enforced. The spirit of co-operation has brought into active and cordial effort the Truant Officer, the Factory Inspector, the Probation Officer, the charity worker, the social settlement worker, the Woman's Club, the sociologist, the teacher, the principal, and the humanitarian.

* * * * *

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HARVARD SCHOOL.

Similar to the Chicago Lawn, Davis, May and Beaubien Schools.

"Most of our truants come from the third grade. There are many from the fourth, the second, the first, in the order named. They are boys who have outgrown their classes physically but seem to be stunted mentally. The large boy dislikes to be in what he terms the 'baby class.' He becomes a truant. Many boys of twelve and thirteen years of age, and even older, are in the first, second, and other primary grades. Comparatively few boys in the seventh and eighth grades are committed to the corrective institutions. The grade classification records of the Parental School and the John Worthy school verify the fact that the habitual truant, the incorrigible, and the delinquent come invariably from grades in which there is no manual training. Manual training exists only in the seventh and eighth grades. The lower grades have only constructive work. Out of the total school enrollment in Chicago, less than 17,000 pupils have manual training.

"The 'dull' pupil often becomes a truant. There are only six ungraded rooms in the public school system at present. As evidence of the necessity for more ungraded rooms for the advancement of the backward boy, in which manual training could be in the curricula, a number of statistical tables are presented in this report, showing the grade classification and average age of pupils at the Parental School, the John Worthy School, and the Pontiac Reformatory. Reference to these official statistics show that the first four grades contribute the most to corrective institutions for the young. Out of 1,015 boys sent to the Parental School since 1902, 301 were from the third grade, 217 from the second, and 189 from the first. The ages of the boys averaged from 11 to 13 years. Only four came from the seventh grade and one from the eighth.

"At the John Worthy School, of the 350 pupils enrolled at that school during the month of April, 1906, 92 were in second grade, 96 in fourth grade, 54 in third grade, 22 in first grade, and only 8 in eighth grade. The average ages of these boys ranged from 13 to 16 years."

WORK OF TRUANT OFFICERS.

COMPULSORY EDUCATION DEPARTMENT—SCHOOL YEAR
OF 1905-06. ENDING JUNE 29, 1906.

MONTH.	Returns to School.	Temporary Absentees.	Truancies.	Unenrolled Found.	Found on Streets.	Calls at Schools.	Warning Notices Served.
September, 1905.....	1,685	1,293	392	18	209	422	40
October, 1905.....	3,100	2,348	752	53	302	591	318
November, 1905.....	3,610	2,964	646	35	281	730	393
December, 1905.....	2,050	1,702	348	22	119	519	203
January, 1906.....	2,785	2,380	405	10	179	582	250
February, 1906.....	2,695	2,336	359	14	177	620	263
March, 1906.....	2,708	2,310	398	20	133	654	337
April, 1906.....	3,404	2,768	636	45	243	648	427
May, 1906.....	2,629	2,099	530	23	200	572	314
June, 1906.....	2,222	1,787	435	14	142	635	275
	26,888	21,987	4,901	254	1,985	5,974	2,820

STATEMENT OF PROSECUTIONS BY THE
COMPULSORY EDUCATION DEPARTMENT.During School Year Beginning September, 1905, and
Ending June 29, 1906.

MONTHS.	PARENTS PROSECUTED. (In Justice Courts.)				HABITUAL TRUANTS AND INCORRIGIBLES. (In Juvenile Courts.)			
	Warrants Issued.	Parents Fined.	Nolle Pros. Etc.	Committed.	Sent to Parental School.	On Probation.	Sent to Other Institutions.	Total.
September, 1905.....	...	...	...	...	43	1	...	44
October, 1905.....	36	32	4	5	53	6	...	59
November, 1905.....	74	65	9	11	14	8	1	23
December, 1905.....	42	25	17	3	22	6	...	28
January, 1906.....	26	17	9	4	19	18	...	37
February, 1906.....	68	54	14	8	17	2	...	19
March, 1906.....	91	68	23	7	10	4	...	14
April, 1906.....	89	75	14	8	26	17	...	43
May, 1906.....	111	82	29	2	30	4	1	35
June, 1906.....	165	114	51	11	31	10	...	41
Total	702	532	170	59	265	76	2	343

SUMMARY.

Parents Prosecuted	702
Boys Prosecuted	343
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Total Prosecutions	1,045

RECAPITULATION.**RECORD OF TOTAL TRUANCIES PER SCHOOL YEAR.**

(Chicago Public Schools), from 1896 to June 30, 1906.

School Year.	No. of Truancies.
1896	9,157
1897	8,496
1898	9,094
1899	6,597
1900	7,315
1901	6,814
1902	6,867
1903	7,536
1904	5,673
1905-6	4,901

Decrease in truancy in 1905, as compared to 1896... 4,256 less truancies.

Decrease in truancy in 1904-5 over preceding year... 1,863 less truancies.

Decrease in truancy in 1905-6 over preceding year... 772 less truancies.

The decrease in truancy in 1904 shows results within one year after the enforcement of the new compulsory education law, in which parents were prosecuted. The new child labor and compulsory education laws were in effect in July, 1903. The parental school was in operation in 1902. The compulsory education department was re-organized in 1899, and the staff of truant officers was increased in 1904 and 1905.

COMPARATIVE TRUANCIES,**By Months, at Chicago Public Schools, for Past Two School Years.**

MONTH.	1904-5	1905-6
September	556	392
October	848	752
November	749	646
December	440	348
January	402	405
February	397	359
March	841	398
April	443	636
May	622	530
June	375	435
	5,673	4,901
Decrease	772	

In conclusion I desire to thank the various officers of the Board of Education and my colleagues on the Board for the uniform hearty support which they have given to me during the year, without which support it would have been impossible for the work of the schools to have been conducted efficiently and satisfactorily. My relations with officers and colleagues have been invariably harmonious, and I feel very grateful to all for their courtesy during the year.

Respectfully submitted,

EDWARD TILDEN,

President.

REPORTS OF STANDING COMMITTEES

ANNUAL REPORT OF THE COMMITTEE ON FINANCE

Your Committee on Finance presents their report in detail of the expenditures on account of the Board of Education for the school year ending June 30, 1906, as follows:

SCHOOL, TAX FUND, BUILDING ACCOUNT.

School Sites—

New South Division Manual Training	
High School lot.....	\$ 90,008.00
New South Chicago High School lot....	37,899.00
New Frederick Ludwig Jahn School lot..	41,426.00
New Kosciusko School lot.....	101,191.00
New J. L. Marsh School lot.....	7,828.00
New Alfred Nobel School lot.....	2,203.00
New Richard Oglesby School lot.....	10,556.00
New Wm. Penn School lot.....	10,000.00
New Graeme Stewart School lot.....	36,003.00
New Joseph Warren School lot	5,512.00
New Washington School lot.....	74,293.00
New Iowa & Campbell ave. School lot...	18,003.00
New Morse and 113th street School lot..	14,253.00
New Park Ave. Crippled Children School lot	33,750.00
New Robey & Polk street School lot....	25,000.00
Addition to N. W. Div. High School lot,	14,013.00
Addition to Anderson School lot.....	18,508.00
Addition to Brentano School lot.....	12,255.00
Addition to Bryant School lot.....	12,586.00
Addition to A. H. Burley School lot....	9,506.00
Addition to Wm. H. Byford School lot..	14,617.00
Addition to Cornell School lot.....	10,543.00
Addition to Dante School lot.....	49,650.00
Addition to Drummond School lot.....	18,720.00
Addition to Farren School lot.....	13,173.00
Addition to Forestville School lot.....	16,008.00
Addition to Goodrich School lot.....	31,286.00
Addition to Gresham School lot.....	5,306.00
Addition to Hamline School lot.....	10,916.00
Addition to Harrison School lot.....	15,765.00
Addition to Healy School lot.....	40,325.00
Addition to Holmes School lot.....	13,753.00
Addition to Irving Park School lot.....	11,609.00
Addition to Andrew Jackson School lot..	23,703.00
Addition to Edward Jenner School lot..	12,555.00
Addition to Frank J. Jirka School lot...	23,359.00
Addition to Jungman School lot.....	19,416.00

Addition to Kershaw School lot.....	\$ 22,371.00	
Addition to Chas. Kominski School lot..	12,758.00	
Addition to McClellan School lot.....	17,018.00	
Addition to John McLaren School lot...	30,009.00	
Addition to Montefiore School lot.....	18,757.00	
Addition to Louis Nettelhorst School lot	16,503.00	
Addition to Rogers School lot.....	38,556.00	
Addition to Winfield S. Schley School lot.	12,211.00	
Addition to George Schneider School lot,	10,256.00	
Addition to Walter Scott School lot....	13,111.00	
Addition to Phil Sheridan School lot...	9,956.00	
Addition to Talcott School lot.....	15,921.00	
Addition to George Thomas School lot..	21,351.00	
Addition to Ole A. Thorp School lot....	6,306.00	
Addition to Lyman Trumbull School lot,	23,813.00	
Addition to Ward School lot.....	10,210.00	
Addition to Washburne School lot.....	42,300.00	
Kozminski, Charles, 4 quarterly payments	1,750.00	
Condemnation Expenses	33,037.61	\$1,261,681.51

New Buildings—

On account of contracts for erection of..	1,957,743.38
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PERMANENT IMPROVEMENTS.

In sundry school buildings as follows:		
Fitting up class, cooking and manual training rooms, etc.....	\$ 30,085.79	
New closet rooms and laboratories.....	61,850.05	
New steam heating and ventilating appar.	25,182.49	
Addition and improvements, Austin High.	49,892.11	
Addition and improvements, Parental....	7,889.02	
Sundry work necessary for the completion of new buildings.....	14,635.98	
Retaining walls	22,784.40	
Cement and brick paving.....	14,345.49	
Iron fences	23,496.25	
Gas and electric fixtures.....	13,377.61	
Electric wiring	2,382.27	
Wire guards	288.45	
Steam pipe covering.....	896.58	
Earth and cinder filling.....	1,310.50	
Scales	2,735.75	
Flag poles	745.00	
Smoke burner arches.....	234.00	
Fire escapes	19,557.77	
Machinery, etc., Workshop.....	1,606.41	
Lathes, electric wiring, Crane M. T.....	2,716.00	
Fire alarm boxes, etc.....	687.36	
Alterations, etc., on account of new building law	20,936.97	
Architect's Department	4,768.05	
Special assessments	21,422.31	343,826.61
Total expenditures, School Tax Fund, Building Account		<u>\$3,563,251.50</u>

COMMITTEE ON FINANCE.

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SCHOOL TAX FUND, SPECIAL ASSESSMENT ACCOUNT.

Expenditures		\$	28,958.05
<i>School Tax Fund, Indebtedness Account.</i>			
Matured Bonds	\$	39,000.00	
Interest coupons	18,825.00	\$	52,825.00
<hr/>			
District 2, 89, 13—			
Settlement with Austin	\$	239.15	
Transferred to Building Account.....	418.11	\$	657.26
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SCHOOL TAX FUND, EDUCATIONAL ACCOUNT.

<i>Salaries—</i>			
Superintendents and teachers.....		\$5,597,823.42	
Less amount charged to School Fund.....	\$1,271,378.31		
Less for salaries of teachers of Special			
Studies, High Schools, etc.....	1,010,441.26	2,281,819.57	\$3,316,003.85
<hr/>			
Office employes			60,596.93
Engineers and janitors, primary and			
grammar grades			536,978.76
Bath room attendants.....			9,020.00
<i>General Repairs—</i>			
Masonry and plastering.....	2,882.90		
Mixed paints, oil, white lead, etc.....	1,007.87		
Repairing roofs	9,207.20		
Repairs to iron, tin and sheet metal work,	8,778.18		
Painting, calcimining and whitewashing..	43,220.96		
Plumbing, gas fitting and sewerage.....	18,737.96		
Cleaning water closet vaults.....	559.00		
Window glass and putty.....	6,930.50		
Salary special agent.....	629.03		
Blackboards	1,344.13		
Cleaning buildings	896.68		
Hardware and nails.....	10,071.01		
Lumber for fences, walks, etc.....	22,195.01		
Carpenters and laborers wages.....	138,412.43		
Keep and care of horses.....	3,774.97		
Stable expenses	7,928.86		
Shoeing horses	1,853.78		
Repairs to buggies, wagons and harness..	1,833.97		
Horses, buggies and harness.....	1,949.50		
Removing ashes, rubbish, etc.....	4,802.60		
Salaries, Inspectors, Clerks, etc., Engi-			
neer's Department	4,687.68		
Repairing scales	763.97		
Repairing flag poles	631.25		
Repairing electric bells.....	1,001.37		
<hr/>			
	288,100.81		
Less amount charged to Building Ac-			
count	56,087.25	\$	232,013.56
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Heating Apparatus—

Ordinary repairs to steam heating apparatus	\$ 67,421.20	
Ordinary repairs to furnaces and stoves ..	8,932.06	
Repairing heat regulating apparatus	5,484.06	
Repairing steam pipe covering	3,160.05	
Cut lace, gaskets and packing	1,594.68	
Engine and cylinder oil	301.76	
Salaries, engineers and clerks	4,687.74	
Inspecting boilers	1,839.00	
Testing apparatus, etc	393.75	
New boilers	11,676.00	\$ 105,479.30

Apparatus and Furniture—

Seats and desks	18,288.24	
Benches	153.74	
Principals' desks	472.85	
Teachers' tables	1,331.35	
Chairs	484.44	
Clocks	852.21	
Repairing clocks	651.37	
Book cases	647.35	
Blackboards	239.80	
Model stands	42.35	
Sand tables	147.75	
Coal boxes	223.00	
Reference book tables	306.05	
Card cases	158.90	
Kindergarten tables	193.10	
Lost and found boxes	316.65	
Sawdust boxes	2,249.00	
Stereopticon cases	720.70	
Window shades	2,568.45	
Ink wells and glasses	1,638.40	
Frames	307.80	
Typewriters	368.50	
Office furniture	1,364.53	
	<hr/>	
	33,616.43	

Less amount charged to Building Account	31,218.28	\$ 2,398.15
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Rental of Property Occupied for School Purposes—

School Fund lots	9,597.57	
Rooms and buildings	33,723.09	
Offices, Board of Education	32,500.08	\$ 75,819.74

Fuel, Primary and Grammar Grades—

Soft coal	199,619.27	
Hard coal	28,812.25	
Pine slabs	5,919.24	

COMMITTEE ON FINANCE.

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Heating, Agassiz School.....	\$	750.00	
Inspecting scales		589.00	
Carrying in coal.....		20.95	\$ 235,710.71

School Supplies—

Chalk crayons	2,840.31	
Lead pencils	6,056.09	
Pens	2,835.98	
Pen holders	1,890.00	
Writing paper	13,983.50	
Cap paper	4,587.64	
Envelopes	1,160.98	
Ink	565.50	
Blank Books and stationery.....	1,281.09	
City directories	82.50	
Blackboard rubbers	1,764.00	
Rental telephones	1,435.31	
Wrapping paper and twine.....	390.69	
Insurance	99.00	
Postage and postal cards.....	7,134.12	
Telegram charges	122.28	
Express charges and car fare.....	396.38	
Ribbons for diplomas.....	77.19	
Suppers	677.00	
Spelling tablets	3,998.49	
Arithmetic tablets	7,590.63	
Watchmen	1,184.00	
Clerks, salaries, Supply Rooms.....	7,004.07	
Supplies ungraded rooms.....	297.83	
Library paste and glue.....	86.16	
Strawboard	131.25	\$ 67,666.97

School House Supplies—

Floor brushes	5,740.13	
Corn brooms	302.40	
Dust brushes	587.97	
Feather dusters	358.40	
Wool dusters	249.98	
Scrub brushes	108.60	
Dust pans	124.32	
Window brushes.....	85.50	
Wringers	269.60	
Water pails	502.95	
Soap and soap powder.....	2,739.86	
Sponges	1,498.72	
Mops	1,649.49	
Coal hods	138.60	
Ash shovels	19.62	
Common shovels	244.80	
Coal scoops	224.00	
Wheelbarrows	279.57	
Rubber hose	687.66	
Ash hoes, etc.....	246.80	
Kerosene oil	457.06	

REPORTS OF STANDING COMMITTEES.

Cylinder Oil	\$ 505.88	
Iron enamel and paint.....	430.88	
Oil cans	72.24	
Zinc oilers	8.40	
Lanterns, wicks and globes.....	294.12	
Hand rakes	9.36	
Axes	19.50	
Buck saws	4.20	
Hammers	12.02	
Wrenches	163.63	
Screw drivers	13.11	
Varnish brushes	29.80	
Cotton Waste, etc.....	254.03	
Thermometers	73.44	
Ink vents	105.12	
Tin cups and chains.....	519.93	
Picks and handles.....	20.65	
Window cleaning devices.....	200.35	
Window poles	86.08	
Call bells	61.36	
Metal polish	53.00	
Door mats	3,007.50	
Electric light	1,355.95	
Electric light (offices)	1,226.11	
Gas	6,701.83	
Rat and mouse traps.....	21.30	
Mineral water and ice (offices).....	433.48	
Electric fans.....	77.00	
Disinfectant	99.50	
Electric lamps, etc.....	26.05	
Grass hooks, etc.....	8.48	
Grass seed	49.00	
Police badges	13.75	
Files	16.02	
Matches and sundries	29.50	
Waste paper baskets and bags.....	327.23	
Lawn mowers	94.00	
Flags	308.92	
Step ladders	371.65	
Mortar hoes	38.80	
Sawdust	1,438.20	
Cheese cloth	51.19	
Corks	20.78	
Towels, offices	135.01	
Water, Rogers Park and Austin.....	899.31	
Toilet paper	399.50	
Ink jugs	254.95	
Towels, bath rooms.....	1,881.06	
Hand pumps	270.00	
Salaries, clerks, Supply Rooms.....	7,004.09	\$ 46,003.29

Printing and Advertising—

Publication of Annual Report.....	542.34
Publishing Proceedings of Board.....	2,815.15
Miscellaneous printing	14,426.95

COMMITTEE ON FINANCE.

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Engrossing	\$	794.17	
Advertising		1,614.95	
Printing Board of Education Bulletin....		469.40	\$ 20,662.96
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Evening Schools—			
Teachers' salaries		93,015.87	
Engineers' and Janitors' salaries.....		11,380.80	
Gas and electric light.....		9,629.82	
Fuel		3,169.50	
Printing		1,285.40	
Cooking supplies		269.58	\$ 118,750.97
<hr/>			
School Libraries—			
Supplementary readers		1,276.01	
Rebinding books		1,146.10	
Rental		45.00	
Lunch examiners		378.34	\$ 2,845.45
<hr/>			
Text Books—			
For use of indigent pupils.....			\$ 17,319.76
High Schools—			
Salaries of teachers.....	534,445.78		
Salaries of engineers and janitors.....	44,631.57		
Fuel	18,414.25		
Gas and electric light.....	2,576.56		
Reference books, etc.....	2,074.22		
Diplomas	193.30		
Rebinding books	150.88		
Printing	724.67		
Laboratory apparatus and supplies.....	10,405.06		
Supplies, Drawing Department.....	78.93		
Piano	160.00		
Tuning, etc., pianos.....	3.90		
Gymnasium apparatus	434.10		
Typewriters	172.72		
Manual training, Phil'ips High.....	1,149.00		\$ 615,614.93
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MANUAL TRAINING IN HIGH SCHOOLS.

Richard T. Crane Manual Training—			
Salaries of teachers.....	\$	63,934.64	
Salaries of engineers and janitors.....		6,547.97	
Fuel		3,522.92	
Gas and electric light.....		437.06	
Reference books, etc.....		186.81	
Laboratory supplies		2,232.32	
Tools and machinery.....		732.25	
Salary of Watchman.....		1,064.75	
Drawing paper, etc.....		53.94	
Printing		15.65	
Shop supplies		3,492.48	\$ 82,220.79
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South Division Manual Training—			
Salaries of Teachers		7,303.00	
Salaries of engineers and janitors.....		1,330.00	

REPORTS OF STANDING COMMITTEES.

Fuel	\$ 1,072.85	
Gas and electric light.....	58.83	
Tools	1,369.80	
Shop supplies	1,166.23	\$ 12,800.71
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Thomas Hoyne Manual Training—		
Salaries of teachers.....	7,534.00	
Salaries of engineers and janitors.....	1,233.84	
Fuel	658.91	
Gas and electric light.....	51.41	
Tools	1,348.79	
Shop supplies	737.78	\$ 11,559.73
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Manual Training in Grammar Schools—		
Salaries of teachers.....	40,754.50	
Salaries of engineers and janitors.....	2,022.00	
Tools	3,011.41	
Shop supplies.....	6,939.74	\$ 52,727.65
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Manual Training at House of Correction—		
Salaries of teachers.....	20,135.89	
Salaries of engineer and janitors.....	5,939.32	
Fuel	2,552.18	
Text books, etc.....	111.55	
Shop supplies	1,067.40	\$ 29,806.34
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Mental and Manual Training of the Blind—		
Salaries of teachers	4,266.13	
Supplies	223.84	\$ 4,489.97
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Normal School—		
Salaries of teachers.....	58,950.00	
Salaries of engineers and janitors.....	5,109.94	
Salary assistant librarian.....	690.00	
Salary of stenographer.....	952.82	
Salary of printers.....	2,040.00	
Salary of laborer.....	506.12	
Fuel	3,707.46	
Gas and electric light.....	334.46	
Text books, reference books, etc.....	504.06	
Diplomas	175.89	
Laboratory supplies	1,827.56	
School supplies and printing.....	975.06	
Supplies, Household Art Department.....	187.93	
Supplies, Manual Training Department...	715.84	
Supplies, Kindergarten Department.....	60.55	
Telephone	207.45	
Piano	450.00	
Medical examiners	854.00	
Normal extension work.....	8,864.33	\$ 87,113.47
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Kindergartens—		
Salaries of teachers.....	157,775.12	
Salaries of janitors.....	3,549.95	
Pianos	625.00	
Supplies	3,563.23	\$ 165,513.30

COMMITTEE ON FINANCE.

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Music—

Salaries of teachers.....	\$	6,185.50	
Salary of stenographer.....		417.45	
Salary of piano tuner.....		1,049.94	
School songs		267.13	
Pianos		2,025.00	
Repairing pianos		352.80	\$ 10,297.82

Drawing—

Salaries of teachers.....	6,408.25		
Salary of stenographer.....	417.45		
Models	384.75		
Drawing paper	11,866.22		
Drawing books	184.50		
Lead pencils	1,220.00		
Colored chalks	1,440.00		
Charcoal	1,100.00		
Brushes	583.95		
Fixative	140.00		
Atomizers	52.00		
Baskets	18.67		
Drawing exhibit	26.05		
Printing	37.00	\$	22,978.84

Physical Culture—

Salaries of teachers.....	11,004.25		
Combination apparatus	1,981.46		
Wand racks	24.00		
Basket balls, etc.....	60.40		
Printing	2.20	\$	12,052.21

Household Arts—

Salaries of teachers.....	33,767.69		
Salaries of janitors.....	435.00		
Gas	1,440.00		
Kitchen utensils	200.00		
Cooking supplies.....	3,747.49	\$	39,690.18

Deaf Mute Schools—

Salaries of teachers.....		\$	22,606.26
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Scientific Pedagogy and Child Study—

Salaries of teachers.....	2,590.00		
Apparatus	51.70		
Printing	3.95	\$	2,645.65

Schools for Crippled Children—

Salaries of teachers.....	4,928.00		
Salaries of janitors	1,765.40		
Sanitary beds	55.58		
Medical examiner (Dr. J. Ridlon).....	100.00		
Supplies	205.48		
Drugs	40.67	\$	7,095.12

Transportation of Crippled Children—

Hire of buses.....		\$	7,212.50
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REPORTS OF STANDING COMMITTEES.

School Census for 1906—

Salaries of clerks and canvassers.....	\$ 9,121.60		
Printing, etc.....	28.75	\$	9,150.25

Compulsory Education—

Salaries of superintendent and clerks....	4,474.13		
Salaries of truant officers.....	19,924.41		
Printing	262.60		
Surety bonds	100.00	\$	24,761.14

Medical Inspection—

Salaries of inspectors.....	5,557.76		
Salary of stenographer.....	544.98	\$	6,102.74

Vacation Schools—

Salaries of teachers.....		\$	5,000.00
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Examining Board—

For services in connection with examinations		\$	3,408.50
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Legal Expenses—

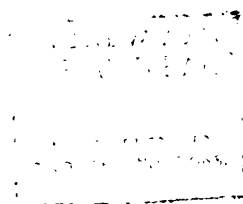
Attorney fees	2,422.50		
Abstracts of title, court costs, etc.....	1,697.18	\$	4,119.68

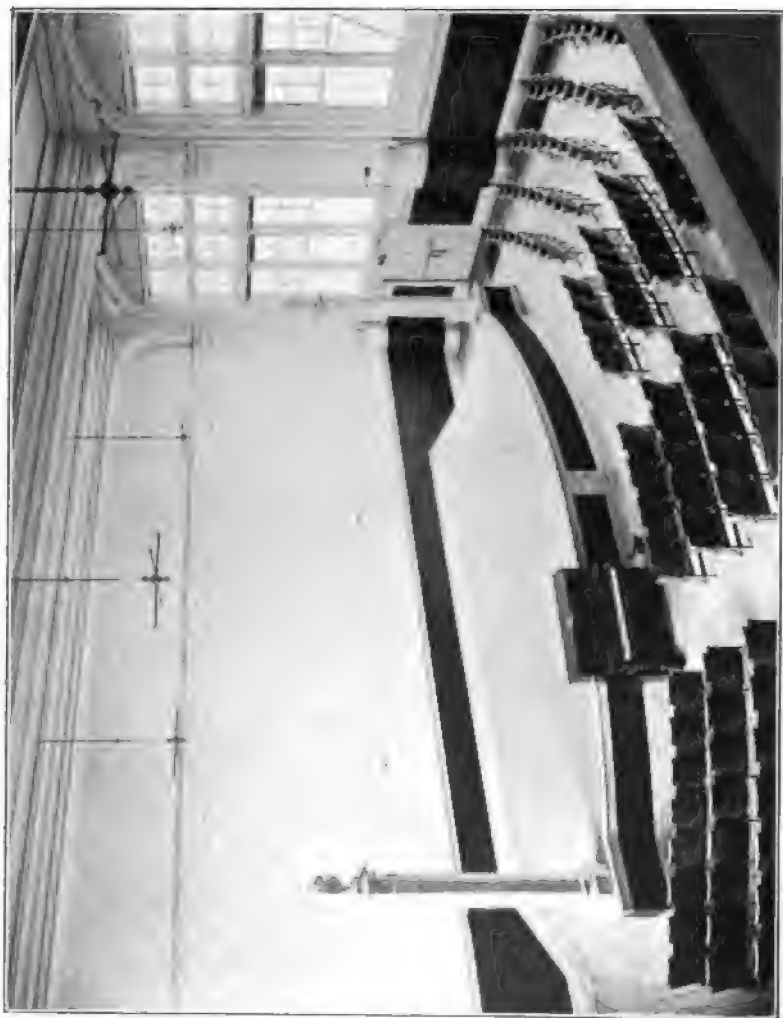
Contingent Fund, Educational Account—

Interest on temporary loans.....	11,080.37		
Photographs of school buildings.....	56.00		
Photographs of Board members.....	77.00		
Verifying correction of receipts, Auditor, Business Manager and Secretary.....	350.00		
To satisfy judgment (J. C. Alling).....	100.00		
Expenses to Boston and St. Louis.....	325.00		
Expenses on account of funerals.....	84.00	\$	12,072.37

Parental School—

Salaries of superintendent and teachers...	25,852.25		
Salaries, engineers, janitors, cooks, etc...	15,809.26		
Fuel	6,153.47		
Rental of grounds.....	1,800.00		
Rental, pasture	75.00		
Furniture	385.05		
Clothing	2,806.98		
Bedding and linen.....	551.63		
Dining and kitchen equipment.....	170.04		
Horses, cows, etc.....	998.97		
Farming expenses and care of horses, etc.,	1,418.82		
Manual training supplies	490.36		
Telephone	400.74		
Insurance	1,360.00		
Stationery, printing, etc.....	562.96		
Text books	58.01		
School house supplies.....	768.41		
Laundry work.....	2,309.00		
Ice cutters	281.13		





HARVARD SCHOOL, ASSEMBLY HALL—View from the Balcony.
Similar to the Chicago Lawn, Davis, May and Beaubien Schools.

COMMITTEE ON FINANCE.

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Repairing shoes.....	\$	700.50	
Dentist, drugs, etc.....		539.15	
Expenses in connection with trial of Superintendent		262.10	
Base ball, etc.....		50.70	
Groceries, meats, vegetables, etc.....	14,424.23	\$	78,223.76
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Total expenditures School Tax Fund, Educational Account		\$6,180,115.42	

SCHOOL FUND.

Your Committee has audited the receipts and expenditures on account of the School Fund for the year ending June 30, 1906, which are as follows:

Principal Account—

Cash on hand for investment June 30, 1905	\$	15.19
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Receipts.

Hyde Park School bonds, Nos. 56, 57, 59, 60, 61 and 62 paid.....	\$	6,000.00	
City of Chicago Time Warrant No. 322 paid	46,000.00		
Proceeds sale of Lot 24, Block 1, in Norwood Park	925.00		
City of Chicago Time Warrant No. 366 paid	1,500.00		
City of Chicago Time Warrant No. 33 paid	4,500.00	\$	58,925.00
		\$	58,940.19

Expenditures.

Invested in City of Chicago 5 per cent Time Warrant No. 366.....	1,500.00		
Invested in South Park Commissioners' 4 per cent bonds, Nos. 1374 to 1419, both inclusive, dated May 1, 1905, and payable May 1, 1924, face value \$1,000.00 each	46,000.00		
Invested in West Park Commissioners' 4 per cent bonds, Nos. 954, 955, 956, 957, 958 and 959, face value \$1,000.00 each	6,000.00		
And 2/5 of No. 960.....	400.00		
Invested in City of Chicago 5 per cent Time Warrant No. 292 (part of).....	4,500.00	\$	58,400.00
Cash in hands of City Treasurer.....		\$	540.19
		\$	58,940.19

INVESTMENT OF PRINCIPAL.

Your Committee also reports that in accordance with its duties as prescribed in Section 28 of the Rules and Regulations of the Board, it has examined the securities in the custody of the Union Trust Company and found them to agree with the record of the fund kept in the office of the Auditor of the Board of Education.

Amount of School Fund Principal, June 30, 1906		\$1,090,040.19
Invested as follows:		
Four City of Chicago 3½ per cent water loan bonds	\$ 2,000.00	
194 City of Chicago 4 per cent water loan bonds	97,000.00	
Twenty-one City of Chicago 3½ per cent school bonds	21,000.00	
Eight City of Chicago 4 per cent river improvement bonds	8,000.00	
Fifty-four City of Chicago 4 per cent Worlds' Columbian Exposition bonds...	35,500.00	
Twenty-five City of Chicago 4 per cent school bonds	25,000.00	
Eighteen and one-half Sanitary District 5 per cent bonds	18,500.00	
Forty-six Sanitary District 4 per cent bonds	46,000.00	
Six and two-fifths West Park Commissioners' 4 per cent bonds.....	6,400.00	
City of Chicago Time Warrant No. 293..	36,500.00	
Seven Hyde Park 4½ per cent school bonds	7,000.00	
Total bonds		\$ 317,900.00
Mortgage Notes All Drawing 5 Per Cent Interest Per Annum—		
John P. Neal, et al.	\$ 650,000.00	
Edward R. Neeley	2,000.00	
Estate Melville S. Nichols.....	12,000.00	
College of Physicians and Surgeons.....	86,000.00	
Lizzie Quirk	400.00	
Total notes		\$ 750,400.00
Total invested		\$1,068,300.00
Real Estate—		
The "Barker Lot," being the South 10 feet of sub-lot 3, and the North 10 feet of sub-lot 4 of Lots 7 and 10, in Block 2, Fractional Section 15, Addition....	3,000.00	
The "Busby Lot," being the North ½ of Lot 14, in Block 60, of Russell, Mather & Roberts' Addition to Chicago.....	850.00	

The "Hegewisch Property," being Lot 5, in Block 10, in Adolph Hegewisch's Sub. of part of South $\frac{1}{4}$ of Sec. 31, T. 37 N., R. 15 E.....	\$ 1,500.00	
The "Bartlett Property," being Lots 55 and 56, in Block 4, in Hough & Reed's Addition to Washington Heights.....	400.00	
The "Foot Property," being Lots 2, 3, 4 and 24, in Block 1, in Norwood Park, a sub. in Sec. 6 T. 40, R. 18.....	2,000.00	
The "Millen Property," being the North $\frac{1}{2}$ of Lot 7, in Block 2, in Hillard & Hitt's Sub. in the Northwest $\frac{1}{4}$ Sec. 17, T. 37, R. 14.....	200.00	
The "McAuley Lake Property," being the West 25 feet of Lot 6, in Block 10, in Auburn Park	3,750.00	
The "Altman Property," being Lot 8, in Sub. of Block 3 (except North 50 feet thereof) of Charles Busby's Sub. of South $\frac{1}{4}$ Southwest $\frac{1}{4}$, Sec. 14, T. 38, R. 14, except $2\frac{1}{4}$ acres. This prop- erty is otherwise known as Nos. 6140 and 6142 Greenwood avenue and is im- proved with a three-story flat building,	8,000.00	
The "Rosier Property," being Lots 17, 18, 19 and 20, in Block 30, in East Wash- ington Heights, improved with a two- story frame house, No. 10042 Butler street	1,500.00	
Total real estate.....	\$ 21,200.00	
Cash in hands of City Treasurer...	540.19	
		<u>\$1,090,040.19</u>

INCOME ACCOUNT.

Your Committee has audited the receipts and expenditures on account of the School Fund Income Account for the year ending June 30, 1906, which are as follows:

Cash on hand June 30, 1905..... \$ 326,413.06

Receipts.

Rentals of School Fund property.....	\$ 557,012.07
State School Tax, 1905, per capita.....	340,976.59
State School Tax, 1905, Schools for Crippled Children	13,260.00
Interest on bonds and mortgage notes....	53,299.17
Tuition fees non-resident pupils.....	4,532.30
Fines for violation of Compulsory Edu- cation law	804.41

Corrections in teachers' pay rolls.....	\$	1,146.93	
From R. T. Crane, account salaries of manual training teachers.....		1,154.50	
Rebate on insurance.....	\$22.65		
Garnishee fees.....	4.40	27.05	\$ 972,213.02
<hr/>			
School Tax Fund, Educational Account— Amount transferred to pay teachers' salaries		\$4,400,425.11	\$5,699,051.19
<hr/>			
<i>Expenditures.</i>			
Salaries, superintendents and teachers....		\$5,597,823.42	
Miscellaneous—			
Legal expenses, litigation with lessees of School Fund property	833.60		
Advertising School Fund property to rent	358.49		
Insurance, taxes, special assessment, water service, repairs, etc.....	731.57		
Draining School Fund land.....	61.60		
Appraisers' fees, custodian and collection fees	509.27		
Duplicate check for lost original.....	79.20		
Tuition fees, District 7-84-14 (Morgan Park)	468.00		
Premium and accrued interest on bonds purchased for investment of fund.....	1,722.53	4,765.96	
		<hr/>	
Cash in hands of City Treasurer...		96,462.51	\$5,699,051.19
		<hr/>	

SPECIAL FUNDS.

Your Committee has also audited the receipts and expenditures on account of the various Special Funds under the control of the Board of Education for the year ending June 30, 1906, as follows:

Income Account—		
Cash on hand June 30, 1905.....	\$	2,841.35

Receipts.

For interest on principal invested on account of the several funds as follows—		
Bass Fund	\$	145.22
Calhoun Fund		25.00
Carpenter Fund		40.00
Foster Medal Fund.....		176.00
Holden Fund		10.00
Howland Fund		50.00
Beidler Fund		20.00
Kozminski Fund		35.00
Newberry Fund		50.00
Reese Fund		100.00

COMMITTEE ON FINANCE.

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Sheldon Fund	\$	100.00		
Sullivan Fund		12.00	\$	763.22
Miscellaneous—				
Donation by heirs of Jacob Beidler for library at Beidler School.....		300.00		
From estate of George Schneider for care of the Schnaider School grounds.....		250.00		550.00
				<u>\$ 4,154.57</u>

Expenditures.

On account of the several funds as follows—

Bass	\$	79.00		
Beidler		34.88		
Carpenter		2.65		
Foster Medal	\$80.95			
Foster Manual Training at Foster School	70.00			
Foster Gymnasium at Foster School	1.20	152.15		
Howland		161.16		
Kozminski		65.00		
Moseley Book		528.57		
Newberry		75.67		
Sheldon		65.28		
Jones		53.72	\$	1,223.08
Beidler Fund, transferred to Investment Account			1,000.00	
Cash in hands of City Treasurer...			1,931.49	\$ 4,154.57

The principal of the several funds at this date is as follows:

Bass	\$	4,000.00		
Beidler		1,000.00		
Calhoun		500.00		
Carpenter		1,000.00		
Foster Medal		5,800.00		
Holden		200.00		
Howland		1,000.00		
Jones		1,000.00		
Kozminski		700.00		
Moseley Book		11,000.00		
Newberry		1,000.00		
Reese		2,000.00		
Sheldon		2,500.00		
Sullivan		800.00	\$	32,000.00

Invested as follows:

Bass Fund, South Park Commissioners' 4 per cent bonds.....	\$	1,000.00
3/10 of West Park Commissioners' 4 per cent bonds		300.00

REPORTS OF STANDING COMMITTEES.

3/5 of Sanitary District 5 per cent bonds..\$	600.00	
3/10 of Sanitary District 4 per cent bonds	300.00	
Part of City of Chicago 5 per cent Time Warrant No. 2941.....	800.00	\$ 4,000.00
<hr/>		
Beidler Fund, South Park Commissioners' 4 per cent bond.....		1,000.00
Calhoun Fund, 1/2 of Sanitary District 5 per cent bond.....		500.00
Carpenter Fund, City of Chicago World's Columbian Exposition 4 per cent bond,		1,000.00
Foster Medal, Marie Jennette Lundberg's 5 per cent mortgage note.....\$	3,000.00	
1/5 of Sanitary District 5 per cent bond..	200.00	
2/5 of Sanitary District 4 per cent bond..	400.00	
Part of City of Chicago 5 per cent Time Warrant No. 294	2,200.00	5,800.00
<hr/>		
Holden Fund 1/5 of Sanitary District 5 per cent bond.....		200.00
Howland Fund, part of 5 per cent mortgage note		1,000.00
Jones Fund, part of City of Chicago 5 per cent Time Warrant No. 294.....		1,000.00
Kozminski Fund, part of 5 per cent mortgage note.....		700.00
Moseley Book Fund, part of City of Chicago 5 per cent Time Warrant No. 294,		11,000.00
Newberry Fund, Sanitary District 5 per cent bond		1,000.00
Reese Fund, Sanitary District 5 per cent bonds		2,000.00
Sheldon Fund, City of Chicago World's Columbian Exposition 4 per cent bonds,		2,500.00
Sullivan Fund, 3/10 Sanitary District 4 per cent bonds		300.00
		<hr/> \$ 32,000.00

JONATHAN BURR FUND.

Your Committee submits the following statement of the receipts and expenditures on account of the Jonathan Burr Fund held in trust by the City Comptroller for the use of schools for the year ending June 30, 1906:

Income Account—

Receipts—

Cash on hand June 30, 1905.....	\$	285.24	
Interest on investments		1,404.13	\$ 1,689.37

Expenditures—

Text books for indigent pupils.....	\$	1,204.38	
Cash in hands of City Treasurer.....		484.99	\$ 1,689.37

Your Committee also submits a statement of the amount now invested belonging to the principal of the Jonathan Burr Fund, the revenue of which is applicable to the purchase of books of reference, apparatus, works of art, text books, for the use of schools:

Principal Fund			\$ 32,700.00
Invested as follows.			
15 City of Chicago $3\frac{1}{2}$ per cent municipal bonds	\$ 15,000.00		
4 City of Chicago 4 per cent sewerage bonds		4,000.00	
4 City of Chicago 4 per cent school bonds		4,000.00	
5 Hawthorne 5 per cent school bonds....		2,500.00	
Cash in hands of City Treasurer for investment	7,200.00		\$ 32,700.00
<hr/>			
School Tax Fund Indebtedness Account—			
Cash on hand June 30, 1905.....	\$ 14,059.28		
Receipts—			
From school tax levy, 1904.....		28,299.47	
From school tax levy, 1905.....		46,735.73	89,094.48
<hr/>			
Expenditures—			
Paid matured bonds of annexed school districts	\$ 39,000.00		
Paid interest coupons of annexed school districts	13,825.00	52,825.00	
Cash in hands of City Treasurer.....		36,269.48	
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			\$ 89,094.48

REPORTS OF STANDING COMMITTEES.

STATEMENT OF BONDED INDEBTEDNESS OF SUNDRY ANNEXED SCHOOL DISTRICTS ASSUMED BY THE CITY OF CHICAGO AND OUTSTANDING JUNE 30, 1906.

Dis.	T.	R.	Bonds	Due	Interest Coupons	Payable	Interest Per Cent.
1	37	15	\$ 20,000.00	Feb. 1, 1907	Feb. 1	Aug. 1	5
			35,000.00	Aug. 1, 1908	Feb. 1	Aug. 1	5
1	38	14	15,000.00	July 1, 1907	Jan. 1	July 1	4½
2	38	14	15,000.00	Sept. 1, 1906	Mar. 1	Sept. 1	5
			15,000.00	Sept. 1, 1907	Mar. 1	Sept. 1	5
			15,000.00	Sept. 1, 1908	Mar. 1	Sept. 1	5
10	38	14	41,000.00	June 1, 1908	June 1	Dec. 1	5
2	39	13	5,000.00	Nov. 12, 1906	May 12	Nov. 12	5
			2,000.00	Nov. 1, 1907	May 1	Nov. 1	5
			5,000.00	Nov. 12, 1907	May 12	Nov. 12	5
			5,000.00	May 1, 1908	May 1	Nov. 1	5
			4,500.00	Nov. 1, 1908	May 1	Nov. 1	5
			5,000.00	Nov. 12, 1909	May 12	Nov. 12	5
			5,000.00	Nov. 12, 1910	May 12	Nov. 12	5
			5,000.00	Nov. 12, 1911	May 12	Nov. 12	5
			6,000.00	July 1, 1912	Jan. 1	July 1	5
			6,000.00	July 1, 1912	Jan. 1	July 1	5
			7,500.00	Aug. 1, 1914	Feb. 1	Aug. 1	5
1	40	14	40,000.00	Sept. 1, 1906	Mar. 1	Sept. 1	5

\$252,000.00

Note.—The bonded indebtedness was decreased \$39,000.00 during the school year.

CONDENSED STATEMENT OF RECEIPTS AND EXPENDITURES FOR THE SCHOOL YEAR 1905-1906.

The total available for the school year July 1, 1905, was as follows:

Cash balance on Hand June 30, 1905—

Account School Tax Fund, building, sites, etc.	\$1,986,489.48	
Account School Tax Fund, educational account	140,475.63	
Account School Tax Fund, indebtedness account	14,059.28	
Account School Tax Fund, special assessment act	18,151.39	
Account School Tax Fund, settlement with Austin	657.26	
Account School Tax Levy, 1900, undistributed	122,881.00	
School Fund Income Act.....	326,413.06	
School Fund, principal account.....	15.19	
Special Funds, income account.....	2,841.35	
Jonathan Burr Fund, income account....	285.24	\$2,612,368.88

Receipts—

From City School Tax, 1904, building account	\$ 892,898.20
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COMMITTEE ON FINANCE.

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From City School Tax, 1904, education- al account	\$2,296,726.47	
From City School Tax, 1904, indebtedness account	28,299.47	
From City School Tax, 1904, special as- sessment account	10,465.96	
From City School Tax, 1905, building account	1,343,535.66	
From City School Tax, 1905, education- al account	4,035,162.62	
From City School Tax, 1905, indebtedness account	46,744.30	\$8,658,832.68

Revenue of School Fund—

From rentals, School Fund property.....	557,012.07	
From state, per capita tax for 1905.....	340,976.59	
From state, appropriation of 1905, for Crippled Children's Schools.....	13,260.00	
From interest on investments.....	58,299.17	
From tuition fees non-resident pupils....	4,532.30	
From miscellaneous sources, fines, etc....	3,132.89	972,212.02

From Miscellaneous Sources, Account of— School Tax Fund, Building Account:

From sale of old buildings, forfeited de- posits, abandoned school property, etc..	90,743.62
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School Tax Fund, Educational Account:

From sale of old iron, seats and desks, etc.	2,857.24
For rent of assembly halls.....	2,086.11
Interest on funds in the hands of City Treasurer, Ernest Hummel.....	39,989.54
For damage to school property.....	503.08
Forfeited deposits	377.53
Refund account salaries.....	496.75
Refund by contractors	165.91
From Pension Fund for postage.....	59.72
Refund by Architect, account trip to Boston	56.50
From garnishee summons.....	26.20
For consumption of gas at Lake View High School.....	45.00
For rent of school property.....	1,800.00

Account Parental School:

From sale of vegetables, cows, hides, etc.,	824.27	
From sale of old clothing.....	2,161.28	
For personal supplies and fuel, T. H. MacQueary	535.39	
For Board of L. L. Ten Broeck and Rufus Hitch	70.00	
For rent of offices on eighth floor Tribune Building	6,060.00	\$ 57,624.57

REPORTS OF STANDING COMMITTEES.

School Tax Fund, Special Assessment Account.

For rebates on special assessments.....		\$	599.39
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School Fund Principal:

For sale of lot in Norwood Park.....\$	925.00		
For matured securities.....	58,000.00	58,925.00	

Special Funds, Principal:

From heirs of Jacob Beidler.....	1,000.00		
For matured securities	1,600.00	2,600.00	

From interest on investments and for donations account Special Funds Income Act		1,313.22	
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From interest on investments, account Jonathan Burr Fund income.....		1,404.13	
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\$12,451,524.51

Expenditures—

For salaries of superintendents and teachers of grammar and primary grades...	\$4,587,382.16
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For salaries of teachers of Special Studies, as follows:

Drawing	6,408.25	
Music	6,185.50	
Scientific Pedagogy and Child Study....	3,590.00	
Parental School (12 months).....	25,852.25	
Physical Culture	11,004.25	
Deaf Mute Schools.....	23,606.26	
Mental and Manual Training of the Blind, Schools for Crippled Children.....	4,266.13	
	4,928.00	
Normal School	58,950.00	
Manual Training in Grammar Schools....	40,754.50	
Manual Training in High Schools.....	78,771.64	
Manual Training at House of Correction (12 months)	20,135.89	
Kindergartens	157,775.12	
Household Arts	33,767.69	475,995.48

For salaries of teachers in High Schools,	584,445.78
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\$5,597,823.42

Salaries of office employees.....	60,596.93
Salaries of engineers, janitors and janitresses	611,124.61
Salaries of bath room attendants.....	9,020.00
Fuel, grammar and primary grades.....	235,710.71
Evening Schools	118,750.97
Rental of lands and buildings for school purposes	37,549.32
Rental of land for Supply Rooms, Workshop and Stables.....	5,770.34
Rental of offices of the Board.....	32,500.08
General repairs to buildings, furniture, heating and ventilating apparatus.....	339,891.01

COMMITTEE ON FINANCE.

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School supplies, including pens, pencils, ink, paper, crayons, office stationery, postage, etc.	\$ 67,666.97
School house supplies, including brushes, brooms, soap, sponges, door mats, mops, kerosene, gas, electric light service and employes' salaries in supply rooms, etc.	46,003.29
Printing Proceedings of the Board, annual report and miscellaneous printing, advertising and engrossing.	20,662.96
School libraries, supplementary readers, etc.	2,845.45
Text books for indigent pupils.	17,519.76
High Schools, including fuel, laboratory supplies and apparatus, gas, electric lighting, text books, maps, charts, diplomas, rebinding, etc.	36,537.58
Manual Training in High Schools, including fuel, supplies, tools, benches, watchmen, etc.	18,197.78
Manual Training at House of Correction, including shop supplies, text books, etc.,	8,792.45
Manual Training in Grammar Schools, including tools and shop supplies.	9,975.15
Normal School, including fuel, salaries of printers, stenographer, librarian, laborer and gardener, reference and text books, diplomas, Normal Extension Work, Medical Examiners, supplies, etc.	21,367.35
Kindergartens, including supplies and pianos	4,208.23
Household Arts, including gas supplies, and kitchen utensils.	5,487.49
Music, including pianos and repairs, school songs, etc.	4,112.32
Drawing, including paper, pencils, charcoal, chalk, models, drawing books, fixative brushes, etc.	17,570.50
Physical Culture, including gymnasium apparatus, wand racks, basket balls, printing, etc.	2,029.06
Mental and manual training of the blind, text books in raised letters.	223.64
Scientific Pedagogy and Child Study apparatus, printing, etc.	55.65
School Census, 1906, account of.	9,150.25
School for Crippled Children supplies.	401.73
Compulsory education, including salaries of superintendent, truant agents, office clerks, printing, etc.	24,761.14
Medical inspection, including salaries of inspectors and stenographer	6,102.74
Transportation of crippled children, hire of buses	7,312.50

REPORTS OF STANDING COMMITTEES.

Vacation Schools, salaries of teachers....	\$	5,000.00	
Examining Board, marking of papers....		3,408.50	
Legal Expense, fee of Special Attorney, court costs, abstracts of title, record- ing deeds, etc.....			4,119.68
Parental School, including rent of grounds, fuel, groceries, clothing, keep and care of horses, cows, laundry work, insurance, fish, meat, medicine, medical attendants, etc.....			52,871.51
Contingent Fund, educational account, in- cluding interest on temporary loans, funeral expenses, expense of trip, Arch- itect and Superintendent, to St. Louis, expense of trip Architect and Mrs. Keough, member of Board, to Boston..			12,072.37
New school sites.....	\$	507,920.00	
Additions to old sites.....		720,724.00	
Condemnation expenses, including salary of Assistant Attorney.....		32,037.51	1,261,681.51
<hr/>			
New school buildings and additions to old buildings			1,957,743.38
Permanent improvements.....			323,404.30
Special assessments on school property...			50,380.36
Indebtedness Account—			
Paid matured bonds and interest coupons of annexed school districts.....			52,825.00
Account District 2-39-13:			
Settlement with Austin.....	239.15		
Transferred to building account.....	418.11		657.26
<hr/>			
Investment account Special Fund princi- pal			2,600.00
Investment account School Fund princi- pal			58,400.00
Account Special Funds for prizes, medals, etc.	1,223.08		
Account Special Funds, transferred to investment account	1,000.00		2,223.08
<hr/>			
Account Jonathan Burr Fund, text books, for indigent pupils.....			1,204.38
Care and management of School Fund property			4,765.26
Cash balances on hand June 30, 1906—			
Account School Tax Fund:			
Building account	\$	751,292.01	
Educational account		397,898.32	
Indebtedness account		36,278.05	
Special assessment account.....		258.69	
School Fund.			
Income account		96,462.51	

COMMITTEE ON FINANCE.

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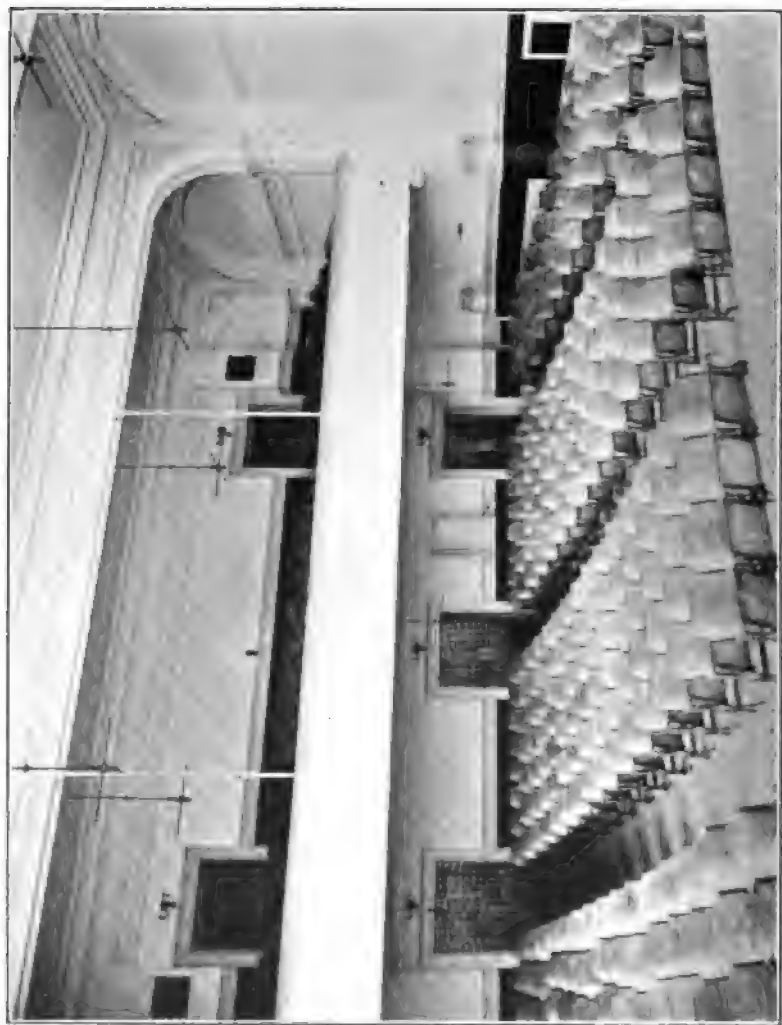
Principal account	\$	540.19	
Special Funds:			
Income account		1,931.49	
Jonathan Burr Fund, income account...		484.99	\$1,285,146.25
			<hr/>
			\$12,451,524.51

Respectfully submitted,

C. A. PLAMONDON,
M. J. SPIEGEL,
JANE ADDAMS,
JOHN C. FETZER,
EDWARD TILDEN,
Committee on Finance.

**REPORT OF THE SUPERINTENDENT
OF SCHOOLS**

RECEIVED FOR
THE NATIONAL
ARCHIVES
AS FRIENDLY NO
RECOMMENDATIONS.



HARVARD SCHOOL, ASSEMBLY HALL.—View from the Stage.
Similar to the Chicago Lawn, Davis, May and Beaubien Schools.

REPORT OF THE SUPERINTENDENT OF SCHOOLS—1905-6

To the President and Members of the Board of Education:

The Superintendent of Schools has the honor to submit his report for the year 1905-6. The following series of tables will show the development in the different departments of the school system. The tables from previous years have been continued with a view to making clearer the changes that are taking place in membership in the various grades of the schools.

Table 1 contains a summary of the enrollment and attendance in various branches of the Chicago schools for the year 1905-6. This table shows that in the grades from one to eight inclusive the boys out-number the girls by 4,466. This table also shows that the boys out-number the girls in the four primary grades, and the girls out-number the boys in the four grammar grades. It further shows that the boys out-number the girls in the kindergarten, schools for the deaf, and schools for cripples. In the Normal School, of course, the membership is almost exclusively girls, while in the school for apprentices, the Manual Training High Schools, and the Parental School it is exclusively boys. In the high schools the girls out-number the boys by 2,319, the boys forming only 41 per cent of the enrollment. This, however, is an improvement over conditions in former years. The distinct thing about the comparison is the showing made by the boys. It appears that a larger proportion of them are remaining through the grades and entering the high schools than in former years. It is to be regretted that conditions are not such as to induce them to enter the Normal School and prepare for the work of teaching.

Table 2 shows the average daily membership and attendance by grades. This shows a slight increase in all the grades of the schools, except the second and third grades. On account of the small membership for the first and second grades last year, the second and third grades are slightly below those for the year 1904-5. The table also shows that the percentage of pupils in the primary grades has been slightly reduced, the percentage in the grammar grades and high schools having been increased proportionately. This shows a continuance of the tendency of the children of Chicago to remain through the grammar grades and the high schools.

Table 3 shows the promotion of children by grades. This table shows an increase in the number promoted from the kindergartens to the first grade. The increase is noticeable in all the grades except from the first to the second and from the second to the third. The total promotions from the primary grades is about 800 greater than in previous years. The increase in the number promoted in the grammar grades is still more marked, being an increase of more than 2,000 over the previous year. On reaching the high schools the number of promotions made from the ninth to the tenth grade, the tenth to the eleventh grade, and the eleventh to the twelfth grade is greater than in the previous year, although the number of graduates is but slightly greater than in 1904-5. This showing is encouraging and indicates more effective teaching and greater individual attention to the children in these grades. The teachers are doing all that can be done in rooms averaging nearly fifty pupils to secure their advancement throughout the grades of the schools. With a reduction in membership we may hope to see a great increase in the number of children who are advanced to the higher grades.

In Table 4 appears a statement of the ages of pupils at the date of their first enrollment during the year, and the number at each age in every one hundred pupils from under six to seventeen years of age. This table indicates the marked increase in the number of children who are remaining in school

between the ages of ten and sixteen years. We are succeeding better each year in our efforts to hold them. Part of this is due, no doubt, to the compulsory education laws, but some of it is due to the increased attractiveness of the school instruction and curriculum.

Table 5 tells the sad story of the ratio of the membership of pupils to the number of teachers in the grammar grades since 1893-4. We have fluctuated from 47.6, going down to 44, and going back again to 46.5. The heavy membership of the rooms continues to be the most serious obstacle to progress in the public schools.

Tables 11 and 12 show that the number in the primary grades for 1905-6 as compared with 1904-5 has actually decreased by about 1,200. This decrease is more than offset by the increased number in the grammar grades, an increase of over 3,000. This gives additional evidence to the contention that we are keeping the children longer in the schools than we did in the past.

The table of expenditures of the Board of Education from 1900 to 1906, given elsewhere in this report, shows what the Board has been doing in the way of meeting the wants of the schools. The total shows that the average school membership has increased a little over 10 per cent. The increase in expenditures for educational purposes has increased a little over 12 per cent. The increase in expenditures from the building fund has increased 198 per cent. The total increase in expenditures in these years has been a little over 25 per cent. An analysis of the expenditure from the building fund shows that there has been an increase of 135 per cent in the amount expended for new buildings, and of 229 per cent in the amount expended for permanent improvement, and an increase of over 700 per cent in the amount expended for sites and playgrounds. The Board of Education has very greatly increased the revenue devoted to making the physical conditions better for the children of Chicago. The increase in the amount raised for edu-

cational purposes has not kept pace with the increase in the demand upon the schools, although actual figures show a slight increase. More is expected of the schools and it costs considerably more to maintain them. This need must be met if the schools are to hold their place in the affections of the citizens of Chicago.

ANNUAL REPORT—1905-1906.
Enrollment, Attendance, Etc., for the Year 1905-1906.

	Total Enrollment.			Average Daily Membership.	Average Daily Attendance.	Per cent of Attendance.
	Male.	Female	Total			
Normal School	13	422	435	366.4	358.4	97.8
High Schools	5,675	7,994	13,669	12,034.3	11,446.9	95.2
Grades 5 to 8, inclusive.....	43,030	45,004	88,034	81,180.3	77,317.8	95.2
Grades 1 to 4, inclusive.....	86,604	80,154	166,758	140,715.4	132,451.9	94.1
Kindergartens	8,861	8,668	17,529	9,401.5	8,361.5	89.0
Schools for Deaf	142	106	248	199.6	189.3	94.8
Schools for Crippled Children	94	85	179	122.8	116.6	94.9
*Schools for Apprentices.....	271	.....	271	228.5	205.6	87.6
Parental School	511	.....	511	212.	212.	.....
Totals.....	145,191	142,438	287,624	244,290.7	230,514.3	94.4

*Average for three months Apprentice School was in session. The average for the entire year would be 68.5, which is the number counted in the total. The average daily attendance, entire year, would be 60.

**AVERAGE DAILY MEMBERSHIP AND AVERAGE DAILY
ATTENDANCE BY GRADES.**

	Average Membership.	Average Daily Attendance.
First Grade	43,560.8	40,556.5
Second Grade	34,330.4	32,347.8
Third Grade	32,814.4	31,113.7
Fourth Grade	30,004.8	28,383.9
Total, Grades 1 to 4, inclusive.....	140,715.4	132,451.9
Fifth Grade	28,056.8	26,564.3
Sixth Grade	22,540.6	21,375.1
Seventh Grade	17,643.6	16,855.5
Eighth Grade	12,939.2	12,522.9
Total, Grades 5 to 8, inclusive.....	81,180.2	77,317.8
Ninth Grade	5,543.9	5,286.4
Tenth Grade	3,239.6	3,075.3
Eleventh Grade	1,928.2	1,828.6
Twelfth Grade and Post Graduate.....	1,312.6	1,256.6
Total, High Schools	12,024.3	11,446.9
Normal	366.4	358.4
Kindergartens	9,401.5	8,361.5
Schools for Deaf.....	199.6	189.2
Schools for Crippled Children.....	122.8	116.6
*Schools for Apprentices.....	228.5	205.6
Parental School	212.	212.
Total	244,290.7	230,514.3

*Average membership and attendance for the three months the school was in session. The averages for the year would be 68.5 and 60.

PERCENTAGE OF PUPILS IN EACH DEPARTMENT.

	1902	1903	1904	1905	1906
Normal School .....	.22	.13	.08	.11	.15
High Schools	4.28	4.18	4.21	4.68	4.92
Grades 5 to 8, inclusive.....	30.01	30.01	31.22	32.44	33.24
Grades 1 to 4, inclusive.....	63.38	62.33	60.82	58.83	57.61
Kindergartens	2.02	3.35	3.57	3.79	3.85
Schools for Deaf .....	.07	.07	.06	.07	.08
Schools for Crippled Children....	.02	.03	.04	.06	.05
School for Apprentices.....	.03	.04	.04	.07	.09

SUSPENSIONS.

	1903	1904	1905	1906
Temporary	2,000	1,471	1,691	1,376
Special	157	204	293	286

PROMOTION BY GRADES.

	Boys.	Girls.	Total.
Kindergarten to First Grade.....	3,630	3,491	7,121
First to Second Grade.....	16,036	15,675	31,711
Second to Third Grade.....	14,867	14,495	29,362
Third to Fourth Grade.....	14,259	14,161	28,420
Fourth to Fifth Grade.....	13,270	12,961	26,231
Total, Grades 1 to 4, inclusive.....	58,432	57,292	115,724
Fifth to Sixth Grade.....	11,427	11,707	23,134
Sixth to Seventh Grade.....	9,161	9,772	18,933
Seventh to Eighth Grade.....	6,794	7,748	14,542
Eighth to Ninth Grade.....	5,192	6,452	11,644
Total, Grades 5 to 8, inclusive.....	32,574	35,674	68,253
Ninth to Tenth Grade.....	1,480	2,133	3,613
Tenth to Eleventh Grade.....	904	1,246	2,152
Eleventh to Twelfth Grade.....	543	868	1,411
Graduates from High Schools.....	413	752	1,165
Total, High Schools	3,340	4,999	8,339
Total in all Departments.....	97,976	101,461	199,437

**PER CENT OF PROMOTIONS BASED UPON AVERAGE
DAILY MEMBERSHIP.**

	1902	1903	1904	1905	1906
Normal School .....	.....	81.3	95.2	69.	.....
High Schools	76.2	73.2	71.8	70.3	69.3
Grades 5 to 8.....	82.7	83.9	83.2	84.9	84.4
Grades 1 to 4.....	81.2	83.2	81.8	81.3	82.2
Kindergartens	78.9	61.2	69.7	76.8	75.7
Crippled Children .....	.....	.....	.....	78.3	74.1
Deaf .....	.....	.....	.....	23.	.....

1. Number of pupils neither absent nor tardy during the entire school year—Boys, 4,919; girls, 5,315; Total, 10,234.

2. Number of pupils not tardy a single half day during the entire school year—Boys, 52,544; girls, 62,083; Total, 114,627.

3. Number of pupils not absent a single half day during the entire school year—Boys, 6,345; girls, 6,694; Total, 13,039.

**AGES OF PUPILS AT DATE OF THEIR FIRST ENROLLMENT
DURING THE YEAR.**

	Boys.	Girls.	Total.
Under 6 years	10,265	10,043	20,308
Between 6 and 7 years.....	16,507	15,805	32,312
Between 7 and 8 years.....	15,286	14,900	30,186
Between 8 and 9 years.....	15,413	14,963	30,376
Total under 9 years.....	57,471	55,711	113,182
Between 9 and 10 years.....	14,770	14,568	29,338
Between 10 and 11 years.....	14,494	14,249	28,743
Between 11 and 12 years.....	14,053	14,001	28,054
Between 12 and 13 years.....	13,994	13,838	27,832
Between 13 and 14 years.....	13,465	12,775	26,240
Total between 9 and 14 years.....	70,776	69,431	140,207
Between 14 and 15 years.....	8,639	8,282	16,921
Between 15 and 16 years.....	4,309	4,537	8,846
Between 16 and 17 years.....	1,847	2,234	4,181
Between 17 and 18 years.....	1,183	1,180	2,363
Between 18 and 19 years.....	305	476	781
Over 19 years	150	482	632
Total over 14 years.....	16,433	17,291	33,724
*Total	144,680	142,433	287,113

*Parental School not included.

**NUMBER IN EVERY ONE HUNDRED PUPILS ENROLLED
UNDER THE AGES GIVEN.**

	1901	1902	1903	1904	1905	1906
Under 6 years of age.....	3.7	3.9	6.3	7.	7.2	7.1
Under 7 years of age.....	18.8	19.5	20.3	19.4	18.7	18.3
Under 8 years of age.....	31.2	31.4	32.1	30.6	29.4	28.8
Under 9 years of age.....	42.5	42.8	43.4	41.7	40.	39.4
Under 10 years of age.....	53.3	53.6	54.2	52.4	50.4	49.6
Under 11 years of age.....	63.5	63.9	64.5	62.8	60.8	59.6
Under 12 years of age.....	73.1	73.5	74.	72.4	70.6	64.4
Under 13 years of age.....	82.2	82.5	83.1	81.8	80.	79.1
Under 14 years of age.....	89.7	90.	90.5	90.	88.8	88.3
Under 15 years of age.....	94.5	94.8	95.2	95.1	94.4	94.1
Under 16 years of age.....	97.	97.3	97.6	97.7	97.4	97.2
Under 17 years of age.....	98.5	98.6	98.8	98.9	98.8	98.7
Over 17 years of age.....	1.5	1.4	1.2	1.1	1.2	1.3

Table showing the average number of teachers and pupils in grammar and primary grades for thirteen years, and the average number of pupils in charge of each teacher, *excluding* special schools, schools for deaf, blind, crippled children, etc.:

Year.	Average Number of Teachers in Primary and Grammar Grades.	Increase Over Previous Year.	Average Membership in Primary and Grammar Grades.	Increase Over Previous Year.	Average Number of Pupils Per Teacher.
1893-94	3,028	....	144,285.3	.....	47.6
1894-95	3,439	410	158,697.8	14,412.6	46.1
1895-96	3,720	281	170,191.5	11,493.7	45.7
1896-97	3,936	206	182,164.7	11,973.2	46.4
1897-98	4,169	243	190,799.1	8,634.4	45.8
1898-99	4,371	202	195,298.3	4,494.3	44.7
1899-1900	4,541	170	199,975.1	4,681.8	44.
1900-01	4,695	154	206,612.9	6,637.8	44.
1901-02	4,599	* 96	210,201.8	3,588.9	45.7
1902-03	4,534	* 65	209,518.7	* 683.1	46.
1903-04	4,633	99	217,071.0	7,552.3	46.8
1904-05	4,680	57	219,186.9	2,115.7	46.8
1905-06	4,767	87	221,895.6	2,708.7	46.5

*Decrease caused mainly by change in method of teaching German, whereby the number of teachers was reduced about 200.

(1) The average number of teachers is found by taking the number actually in charge of divisions of pupils at the close of each month. This number is identical with the number of such divisions.

**COST OF MAINTAINING ALL CLASSES OF SCHOOLS FOR
THE SCHOOL YEAR 1905-1906.**

	Average Membership.	For Teachers' Salaries.	For Fuel, Janitors' Sal- aries, Supplies, Repairs and Other Expenses.	Total Cost.
Elementary Schools*	281,297.1	\$4,843,277.47	\$ 1,532,434.20	\$ 6,375,691.67
Normal School	366.4	(4) 58,950.00	28,163.47	(2) 87,113.47
High Schools	10,838.9	534,445.78	81,169.15	615,614.93
Manual Training High Schools....	1,185.4	78,771.64	27,309.59	106,081.23
Parental School	212.	25,852.25	52,371.51	78,223.76
John Worthy School	370.6	20,135.89	9,670.45	29,806.34
Schools for the Deaf	199.6	23,606.26	.....	23,606.26
Schools for the Blind	37.0	4,266.13	323.84	4,487.97
Schools for Crippled Children	122.8	4,928.00	(3) 9,479.63	(3) 14,407.63
School for Apprentices*.....	228.5	2,148.30	.....	2,148.30
Vacation Schools .....	.....	5,000.00	.....	5,000.00
Evening Schools	9,714.0	93,015.87	25,735.10	118,750.47
(1)	244,290.7	\$5,692,249.29	\$ 1,759,244.44	\$ 7,451,493.73

(1) The total membership includes day school pupils only.

*The items of expenditure for Elementary Schools include also the cost of kindergartens and all the special studies, as well as the cost of the School for Apprentices.

(4) Membership of John Worthy, schools for blind and kindergartens and Apprentice Schools included also in elementary schools.

(3) Including \$8,864.33 for Normal Extension Work.

(3) Includes \$7,312.50 for transportation of crippled children. This is also included in total cost of elementary schools above.

(4) Does not include the extra amount paid critic teachers in practice schools, which is properly chargeable to cost of teaching in the Normal School.

**COST PER PUPIL OF MAINTAINING THE SEVERAL
CLASSES OF SCHOOLS, SHOWING PROPORTION PAID
FOR TEACHERS' SALARIES AND FOR OTHER
EXPENSES, FOR THE YEAR 1905-06.**

(Based on average membership.)

	Average Membership.	For Salaries of Teachers.	For Janitors, Fuel, Supplies, Repairs and all Other Operating Expenses.	Total Cost per Pupil.
Elementary Schools (2).....	231,297.1	\$ 20.94	\$ 6.63	\$ 27.57
High Schools	10,838.9	49.31	7.49	56.80
Manual Training High Schools....	1,185.4	66.45	23.04	89.49
Normal School	366.4	160.89	76.86	(3) 237.75
<i>Special Schools.</i>				
Parental School	212.0	121.94	247.06	369.00
John Worthy School	(1) 370.6	54.33	26.10	80.43
Schools for the Deaf	109.6	118.27	.....	118.27
Schools for the Blind	(1) 27.	158.00	8.29	166.29
Schools for Crippled Children ...	122.8	40.13	77.19	117.32
School for Apprentices.....	228.5	9.40	.....	9.40
Evening Schools	9,714.	9.57	2.65	12.22
For entire system, except evening schools	244,290.7	22.92	7.10	30.02

(1) Included in Elementary Schools above.

(2) Including Kindergartens.

(3) Includes cost of Normal Extension, but not extra cost of the Practice Schools.

**COST OF MAINTAINING KINDERGARTENS AND SPECIAL
STUDIES IN THE ELEMENTARY SCHOOLS
FOR THE YEAR 1905-1906.**

	Average Membership of Classes.	For Salaries of Teachers.	For Supplies, Janitors, Salaries, and Other Expenses.	Total Cost For the Year.
Kindergartens	9,401.5	\$157,775.12	\$ 7,738.18	\$165,513.30
Manual Training	14,328.	40,754.50	11,973.15	52,727.65
Household Arts	14,785.	33,767.69	5,922.49	39,690.18
Drawing	221,895.6	6,408.25	17,570.59	23,978.84
Music	221,895.6	6,185.50	4,112.82	10,297.82
Physical Culture	221,895.6	11,004.25	2,029.06	12,033.31
German	9,229.7	* 3,500.00	.....	* 3,500.00
Latin	576.1	* 800.00	.....	* 800.00
Total		\$ 255,895.31	\$ 49,345.79	\$305,241.10

* Estimated. Included in cost of regular grade work in elementary schools.

**COST PER PUPIL OF KINDERGARTENS AND SPECIAL
STUDIES IN ELEMENTARY SCHOOLS FOR
THE SCHOOL YEAR 1905-1906.**

(Based on average membership.)

	Average Membership of Classes.	For Teachers' Salaries.	For Supplies, Janitor Service and Other Expenses.	Total Cost For Each Pupil in Class.
Kindergartens	9,401.5	\$ 16.78	\$.82	\$ 17.60
Manual Training (1)	14,328.	2.84	.84	3.68
Household Arts (2)	14,785.	2.28	.40	2.68
Drawing (3)	221,895.6	.029	.079	.108
Music (3)	221,895.6	.028	.019	.047
Physical Culture (3)	221,895.6	.05	.009	.059
German (4)	9,229.7	.38*	.....	.38*
Latin (4)	576.1	1.39*	.....	1.39*

(1) Boys of Seventh and Eighth Grades.

(2) Girls of Seventh and Eighth Grades.

(3) All pupils in Grades 1 to 8.

(4) Optional Studies.

* Estimated.

**COMPARATIVE STATEMENT OF COST PER PUPIL OF
MAINTAINING NORMAL, HIGH AND ELEMENTARY
SCHOOLS, INCLUDING TEACHERS' SALARIES,
JANITOR SERVICE, SUPPLIES, REPAIRS, AND
ALL OTHER INCIDENTAL EXPENSES.**

(Based on average membership.)

	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
*Normal School (1).....	\$ 83.35	\$118.33	\$211.34	\$389.41	\$308.63	\$ 237.75
High Schools	60.11	60.13	59.67	63.49	60.25	56.80
Manual Training High School...	78.58	83.04	87.78	112.26	79.99	89.49
Elementary Schools	27.93	27.92	26.27	28.15	27.85	27.57

(1) *Including cost of Normal Extension Work, but not including the extra cost of the practice schools.

**COMPARATIVE STATEMENT OF COST PER PUPIL OF
MAINTAINING SPECIAL SCHOOLS, INCLUDING COST
OF TEACHERS' SALARIES, AND ALL OTHER
OPERATING EXPENSES.**

(Based on average membership.)

	1901-02	1902-03	1903-04	1904-05	1905-06
Parental School (1).....		\$467.25	\$405.85	\$362.52	\$369.00
John Worthy School	\$ 67.63	76.89	66.41	75.82	80.43
Schools for the Deaf	127.89	121.19	122.57	137.41	118.27
Schools for the Blind		192.66	147.69	156.50	166.29
Schools for Crippled Children				104.50	117.32
Schools for Apprentices		10.64	22.00	21.82	9.40
Evening Schools (cost per evening)...		.154	.144	.151	.163

(1) Based on average membership of 117.1 in 1902-03; 188.3 in 1903-04; 191.4 in 1904-05, and 212 in 1905-06.

**COMPARATIVE STATEMENT OF COST PER PUPIL OF
MAINTAINING KINDERGARTENS AND SPECIAL
STUDIES IN ELEMENTARY SCHOOLS, FOR
SIX YEARS, 1900 TO 1906.**

(Based on average membership of classes.)

	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
Kindergartens	\$22.15	\$22.73	\$18.08	\$18.41	\$17.41	\$ 17.60
Manual Training (1).....	2.70	3.43	2.04	3.86	3.60	3.68
Household Arts (2).....	1.61	1.76	1.18	1.76	2.53	2.68
Drawing (3).....	.14	.119	.09	.067	.086	.108
Music (3).....	.13	.112	.042	.047	.081	.047
Physical Culture (3).....	.055	.057	.062	.073	.083	.059
German (4).....	.50	.538	.....	** .35	** .38	** .38
Latin (4).....	.....	.....	.....	.....	**1.53	** 1.39

(1) Boys of Seventh and Eighth Grades have lessons in manual Training.

(2) Girls of Seventh and Eighth Grades have lessons in cooking or sewing.

(4) German and Latin are optional studies. Average cost estimated.

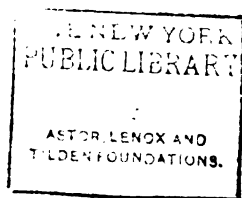
(3) All pupils in Grammar and Primary Grades have instruction in Drawing, Music, and Physical Culture.

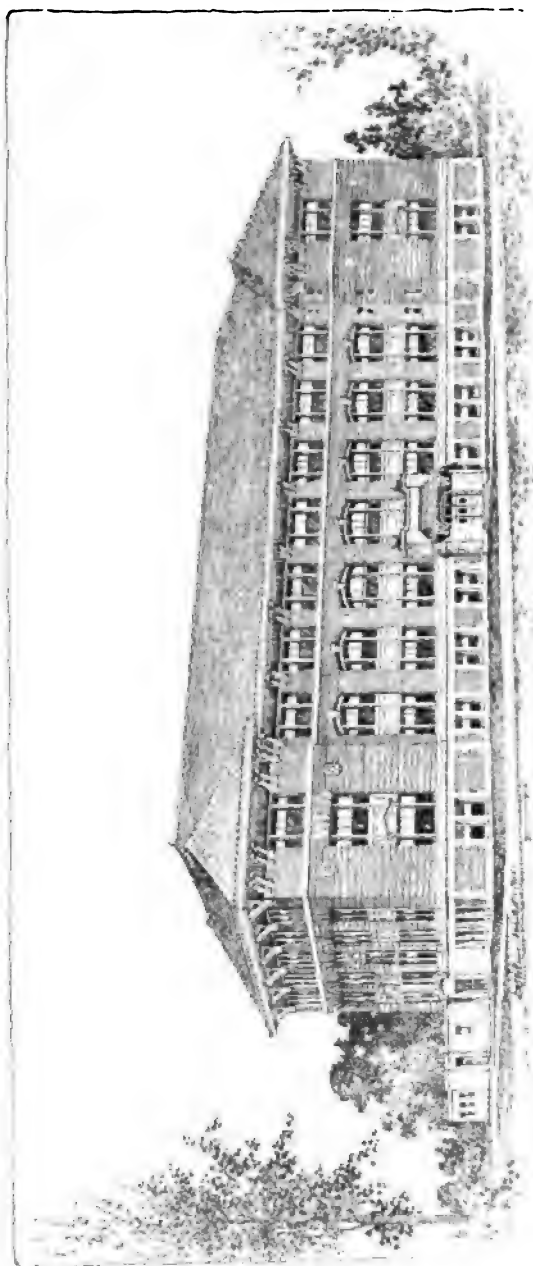
**Estimated.

TOTAL EXPENDITURES CHARGED TO EDUCATIONAL ACCOUNT FOR SIX YEARS, 1900 TO 1906.

(Compiled from Annual Reports of the Committee on Finance.)

Elementary Schools.		1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
Salaries Superintendents and Teachers, primary and grammar grades (except teachers of "Special" studies below)		\$4,134,612.45	\$4,195,310.72	\$4,285,388.87	\$4,398,938.93	\$4,472,073.88	\$4,587,382.10
Kindergartens		98,097.42	103,276.09	133,470.49	155,138.41	186,379.95	165,613.30
Manual Training	The total cost of these	38,114.49	46,557.39	24,578.58	52,099.32	40,322.84	52,777.05
Household Arts	items is given, including	14,804.03	17,165.73	10,216.45	23,484.49	25,656.93	39,690.18
Drawing	salaries and general ex-	28,958.77	25,072.04	18,735.84	14,408.97	18,841.43	23,978.84
Music	penses.	27,270.19	23,024.66	8,699.41	10,314.61	17,804.24	10,297.82
Physical Culture		11,513.15	12,046.33	13,069.17	15,834.64	18,232.41	13,033.81
German		170,471.78	170,313.75	2,578.57	.....	.....	.....
Total cost of so-called "Special" studies.....		\$ 389,189.83	\$ 397,937.30	\$ 211,357.51	\$ 271,380.84	\$ 298,157.85	\$ 365,241.10
Items of General Expenditure Counted in Total Cost of Elementary Schools:							
Salaries, Engineers and Janitors.....		\$ 478,112.50	\$ 478,579.19	\$ 468,298.77	\$ 498,313.18	\$ 512,526.71	\$ 503,978.76
General repairs, furniture, etc.		997,601.08	365,917.21	235,351.00	457,198.90	418,068.84	399,891.01
Fuel		292,260.17	238,377.03	204,090.08	296,878.47	254,770.12	235,710.71
Rentals for school purposes.....		78,003.26	70,673.31	61,107.31	47,439.96	44,614.59	43,319.65
School supplies		58,609.26	66,346.79	63,796.08	78,133.98	72,061.44	67,666.97
Text books for indigent pupils.....		23,707.39	22,687.00	22,806.11	17,158.22	22,354.55	17,419.76
Salaries—office employees		46,182.35	48,250.87	50,024.61	54,343.36	58,467.74	60,390.93
Compulsory education		18,211.69	13,266.62	17,709.08	20,773.70	20,680.65	24,761.14
Medical inspection		14,403.37	2,470.80	3,317.23	6,833.55	6,701.70	6,192.74
Restroom attendants		8,147.60	7,346.86	6,313.60	8,999.09	9,090.00	9,020.00
Transportation for crippled children.....		1,257.25	3,420.75	4,778.75	5,404.00	4,497.00	7,312.50
Libraries		12,845.31	8,480.30	1,185.99	38,117.55	28,362.30	2,844.45
Child Study Department		4,496.81	4,924.96	3,875.25	3,508.93	2,913.25	3,845.65
Rental for office, Board of Education.....		13,198.16	17,384.66	20,680.15	32,590.08	32,539.08	32,600.08
Schoolhouse supplies		30,913.40	32,159.12	32,607.65	45,783.31	45,014.49	46,003.29





GRAEME STEWART SCHOOL.
Similar to the Penn School.

Elementary Schools.		1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
Printing and advertising.....		\$ 14,494.55	\$ 16,585.04	\$ 14,787.63	\$ 17,529.34	\$ 19,012.22	\$ 20,663.96
School census		1,784.68	7,336.68	13.95	36,031.36	2,383.80	9,150.35
Examining Board				462.00	3,077.00	3,683.00	3,408.50
Incidentals		9,013.15	3,697.50	14,384.51	39,312.13	19,584.16	16,192.05
Total of General Expenditures.....		\$1,372,187.14	\$1,404,737.33	\$1,250,898.35	\$1,679,061.87	\$1,587,533.60	\$1,483,088.41
Total cost Elementary Schools.....		\$6,896,009.46	\$6,996,001.93	\$6,697,499.63	\$6,349,390.44	\$6,368,366.33	\$6,376,691.97
Cost per pupil in Elementary Schools, based on average membership		\$ 37.98	\$ 27.92	\$ 26.31	\$ 28.16	\$ 27.85	\$ 27.57
<i>Cost of Normal, High, and Special Schools, including teachers' salaries and all other expenses.</i>							
Normal School		53,985.30	57,403.29	62,555.98	74,376.08	82,530.28	87,113.47
High Schools		546,076.73	541,145.49	530,765.32	578,538.98	614,452.85	615,614.93
Manual Training High Schools.....		45,383.47	52,142.56	52,082.97	92,615.99	80,833.70	106,081.33
Parental School		6,139.03	30,893.06	54,746.84	76,432.29	69,386.89	78,322.76
John Worth School		21,537.21	23,563.32	25,683.59	27,031.14	27,192.06	29,806.34
Schools for the Deaf		18,610.11	19,962.93	18,421.83	17,773.47	22,782.37	23,006.36
Schools for the Blind		3,839.97	4,249.46	3,949.65	4,135.41	4,194.24	4,489.97
Schools for Crippled Children *						4,098.76	7,095.13
Evening Schools		58,405.09		82,918.33	113,578.79	132,686.18	118,760.97
Vacation Schools					1,000.00	5,000.00	5,000.00
Total, Normal, High, and Special Schools.....		\$ 754,006.91	\$ 732,460.61	\$ 831,093.51	\$ 984,462.76	\$1,042,982.33	\$1,075,782.06
Total expenditure for educational purposes		\$6,650,016.41	\$6,725,462.54	\$6,528,593.14	\$7,333,853.19	\$7,401,387.66	\$7,451,493.73
Cost per pupil in entire system, based on average membership (not including evening schools)		\$ 29.76	\$ 29.88	\$ 28.48	\$ 30.80	\$ 30.24	\$ 30.02

* Not including cost of transportation.

**STATISTICS OF ATTENDANCE FOR TWENTY-SIX YEARS,
1880 TO 1906.**

Year.	Average Daily Membership by Grades.					Total, Primary Department.
	Kindergarten.	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	
1880-81.....		11,788.3	9,147.3	8,664.9	6,646.8	36,247.3
1881-82.....		13,651.0	10,251.3	8,947.2	6,433.8	39,283.3
1882-83.....		16,159.3	11,002.3	9,322.2	6,555.6	43,045.4
1883-84.....		17,488.0	11,483.2	9,692.2	6,808.4	45,471.8
1884-85.....		17,647.5	13,054.3	9,685.5	7,264.2	47,651.5
1885-86.....		18,087.2	13,822.4	10,589.3	7,513.2	50,012.8
1886-87.....		17,988.9	13,828.8	11,028.5	7,655.2	50,501.4
1887-88.....		18,430.6	15,185.4	11,457.6	8,499.7	53,573.3
1888-89.....		17,926.4	15,879.7	12,775.4	9,007.7	55,589.2
1889-90.....		25,786.7	21,043.4	18,139.2	13,510.7	78,480.0
1890-91.....		26,668.6	23,179.4	18,792.0	15,197.4	83,837.4
1891-92.....		28,684.2	24,605.7	20,705.5	16,882.2	89,877.6
1892-93.....		29,479.6	25,442.4	22,769.0	16,938.0	94,629.0
1893-94.....		33,538.2	26,985.1	24,087.8	20,293.5	104,904.6
1894-95.....		36,734.0	29,197.8	25,504.5	21,460.6	112,806.9
1895-96.....		37,032.0	32,364.7	27,284.6	22,860.7	119,542.0
1896-97.....		38,943.4	32,948.0	29,623.2	24,655.6	126,170.2
1897-98.....		41,950.3	32,776.4	30,110.0	25,767.3	130,607.0
1898-99.....		43,827.7	33,248.4	30,088.7	25,749.3	132,914.1
1899-1900.....	4,189.7	44,810.2	34,874.4	29,868.2	25,784.5	135,332.3
1900-01.....	4,415.1	47,409.5	36,014.3	31,099.1	26,033.4	140,556.3
1901-02.....	4,542.8	47,612.	36,432.5	32,170.2	26,439.7	142,654.4
1902-03.....	7,881.1	44,622.8	37,184.	32,449.9	27,167.9	141,424.6
1903-04.....	8,425.6	43,748.9	36,874.9	34,419.4	28,405.9	143,449.1
1904-05.....	9,087.4	42,812.7	34,880.1	34,310.	29,324.8	141,327.0
1905-06.....	9,401.5	43,560.8	34,330.4	32,814.4	30,009.8	140,715.4

**STATISTICS OF ATTENDANCE FOR TWENTY-SIX YEARS,
1880 TO 1906.**

Year.	Average Daily Membership by Grades.				Total, Grammar Department.
	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	
1880-81.....	4,689.6	2,796.3	1,821.0	898.7	10,205.6
1881-82.....	4,700.6	3,124.1	1,748.8	981.2	10,554.7
1882-83.....	5,137.0	3,437.0	1,984.0	1,030.7	11,588.9
1883-84.....	5,648.2	3,480.5	2,145.3	1,297.9	12,571.9
1884-85.....	6,054.7	3,564.9	2,056.1	1,346.4	13,022.1
1885-86.....	6,324.3	4,066.2	2,292.3	1,401.7	14,084.5
1886-87.....	6,345.7	4,377.1	2,567.7	1,542.9	14,833.4
1887-88.....	6,698.3	4,695.2	2,814.5	1,763.6	15,971.7
1888-89.....	7,272.9	4,918.6	3,254.6	2,014.0	17,460.1
1889-90.....	10,505.4	7,306.0	4,819.8	3,341.3	25,972.5
1890-91.....	11,685.8	7,612.8	5,403.0	3,842.7	28,544.3
1891-92.....	12,920.9	9,130.4	5,606.4	4,331.5	31,998.2
1892-93.....	13,825.9	9,700.8	6,357.0	4,481.3	34,365.0
1893-94.....	15,727.0	11,235.3	7,213.4	5,204.9	39,380.6
1894-95.....	18,855.4	12,484.9	8,340.0	5,988.6	45,790.9
1895-96.....	20,410.0	13,879.9	9,573.3	6,785.6	50,649.5
1896-97.....	22,120.6	15,605.9	10,846.3	7,421.7	55,994.5
1897-98.....	23,424.1	16,796.1	11,691.7	8,280.2	60,192.1
1898-99.....	23,693.4	17,586.4	12,421.9	8,678.2	62,379.0
1899-1900.....	23,866.4	18,236.3	13,089.3	9,270.8	64,462.8
1900-01.....	24,013.3	18,359.1	13,697.6	9,986.6	66,056.6
1901-02.....	24,711.	18,136.8	13,975.7	10,723.9	67,547.4
1902-03.....	25,076.9	18,427.5	13,662.1	10,927.6	68,094.1
1903-04.....	27,351.7	20,230.7	14,645.8	11,393.7	73,621.9
1904-05.....	27,512.4	21,755.7	16,251.2	12,340.	77,859.3
1905-06.....	28,056.8	22,540.6	17,643.6	12,939.2	81,180.2

**STATISTICS OF ATTENDANCE FOR TWENTY-SIX YEARS,
1880 TO 1906.**

Year.	Average Daily Membership by Grades—High Schools.					Total, High School Department.
	In Ungraded Room.	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	
1880-81.....	27.6	477.5	355.0	146.9	63.7	1,043.1
1881-82.....	25.6	558.0	298.9	181.6	120.9	1,169.4
1882-83.....	27.4	595.6	354.7	158.2	119.4	1,227.9
1883-84.....	20.1	616.5	367.8	186.5	139.2	1,310.0
1884-85.....	25.4	706.8	409.1	223.2	145.3	1,484.4
1885-86.....	23.3	805.6	473.0	251.3	167.2	1,697.1
1886-87.....	21.7	765.0	537.5	328.3	198.4	1,829.2
1887-88.....	26.2	846.6	523.5	384.2	255.9	2,010.2
1888-89.....	33.1	955.9	560.7	400.6	318.0	2,235.2
1889-90.....	30.7	1,541.7	892.7	535.3	420.8	3,012.0
1890-91.....	18.5	1,911.5	1,123.2	700.4	451.0	4,186.0
1891-92.....		2,007.8	1,244.4	837.0	558.9	4,718.1
1892-93.....		2,219.6	1,321.1	878.4	665.0	5,084.1
1893-94.....		2,279.9	1,487.5	942.4	672.0	5,381.8
1894-95.....		3,062.5	1,690.7	1,095.2	826.7	6,631.0
1895-96.....		3,279.4	2,121.2	1,190.2	920.0	7,519.8
1896-97.....		3,265.8	2,141.3	1,453.0	987.0	7,847.1
1897-98.....		3,535.2	2,233.2	1,494.3	1,169.5	8,432.3
1898-99.....		2,805.1	2,346.8	1,540.2	1,138.5	8,830.6
1899-1900.....		3,880.6	2,455.5	1,615.0	1,288.9	9,190.0
1900-01.....		4,032.1	2,592.2	1,742.7	1,294.4	9,661.4
1901-02.....		3,899.1	2,551.7	1,792.5	1,383.7	9,627.
1902-03.....		4,175.9	2,494.6	1,511.2	1,306.4	9,488.1
1903-04.....		4,620.3	2,544.3	1,623.1	1,149.	9,936.7
1904-05.....		5,239.9	2,912.3	1,750.	1,306.2	11,208.4
1905-06.....		5,543.9	3,239.6	1,928.2	1,312.6	12,024.3

**STATISTICS OF ATTENDANCE FOR TWENTY-SIX YEARS,
1880 TO 1906.**

Year.	Average Daily Membership by Grades—Special Schools.						Total in all Departments.
	Normal School.	Schools for Deaf.	Schools for Blind.	Schools for Crippled Children.	Parental School.	School for Apprentices.	
1880-81.....							47,523.0
1881-82.....							51,023.0
1882-83.....							55,889.6
1883-84.....							59,373.8
1884-85.....							62,183.4
1885-86.....							65,817.7
1886-87.....							67,185.7
1887-88.....							71,581.4
1888-89.....							75,317.6
1889-90.....							108,095.3
1890-91.....							116,586.2
1891-92.....							126,593.9
1892-93.....							134,078.1
1893-94.....							149,667.0
1894-95.....							165,318.8
1895-96.....							177,711.3
1896-97.....	459.7						190,471.5
1897-98.....	389.7						199,621.0
1898-99.....	472.8	134.0					204,731.4
1899-1900.....	403.6	150.9					213,729.3
1900-01.....	636.3	148.6	23.	37.3			221,511.6
1901-02.....	485.1	156.7	21.	54.5	74.	60.	235,067.9
1902-03.....	296.6	152.2	23.	56.8	117.1	100.	236,893.5
1903-04.....	191.	145.	26.	103.6	188.3	106.	235,873.0
1904-05.....	267.4	165.8	26.8	125.2	191.4	177.	240,217.5
1905-06.....	366.4	199.6	27.	122.8	212.	228.5	244,290.7

**STATISTICS OF ATTENDANCE FOR TWENTY-SIX YEARS,
1880 TO 1906.**

Year.	Percentage of Pupils in High and Elementary Grades.			Cost per Pupil.
	Per cent in Primary Grades.	Per cent in Grammar Grades.	Per cent in High Schools.	
1880-81.....	76.27	21.54	2.19	\$16.28
1882-83.....	77.02	20.71	2.27	16.51
1882-83.....	77.07	20.73	2.25	16.55
1883-84.....	76.62	21.18	2.21	17.00
1884-85.....	76.67	20.94	2.39	17.58
1885-86.....	76.02	21.40	2.58	18.93
1886-87.....	75.2	22.1	2.7	20.12
1887-88.....	74.85	22.33	2.82	20.75
1888-89.....	73.85	23.18	2.97	20.82
1889-90.....	72.66	24.00	3.34	22.42
1890-91.....	71.93	24.48	3.59	23.10
1891-92.....	71.	25.28	3.72	23.74
1892-93.....	70.57	25.64	3.79	24.56
1893-94.....	70.09	26.81	3.60	23.85
1894-95.....	68.29	27.70	4.01	24.61
1895-96.....	67.27	28.50	4.28	25.12
1896-97.....	66.04	29.47	4.49	24.75
1897-98.....	65.55	30.23	4.22	25.78
1898-99.....	65.11	30.56	4.33	26.80
1899-1900.....	64.70	30.90	4.40	29.36
1900-01.....	64.99	30.54	4.47	29.76
1901-02.....	64.90	30.72	4.38	29.88
1902-03.....	64.57	31.04	4.34	28.48
1903-04.....	63.19	32.43	4.38	30.60
1904-05.....	61.34	33.79	4.37	30.24
1905-06.....	60.15	34.70	5.15	30.02

SALARIES.**As Shown on the Pay Rolls for June, 1904, and for June, 1905-1906.**

		Number Receiving.		
	Salary.	1904	1905	1906
Superintendent of Schools.....	\$10,000	1	1	1
District Superintendents	4,000	6	6	6
Assistant Superintendents	3,000	.....	.....	1
	2,750	.....	1	.....
	2,500	1	.....	1
	2,250	.....	1	.....
	2,000	1	.....	.....
	3,000	2	2	2
Supervisors	2,400	1	1	.....
	1,500	2	1	1
Special Teachers (Drawing).....	1,600	.....	4	4
	1,400	4	.....	.....
Special Teachers (Music).....	1,600	.....	4	4
	1,400	4	.....	.....
Director in Child Study Department..	2,000	1	1	.....
	2,100	.....	.....	1
Assistant in Child Study Department..	1,500	1	1	.....
	1,600	.....	.....	1
		24	23	22

NORMAL SCHOOL.

	Salary.	Number Receiving.		
		1904	1905	1906
Principal	\$ 5,000	1	1	1
Vice Principal	3,000	1	1	1
Heads of Departments and Instructors	2,500	3	5	10
	2,400	2	4	2
	2,300	4	2	.....
	2,200	3	.....	.....
	2,100	.....	.....	1
	2,000	2	2	4
	1,500	4	7	6
	1,400	2	.....	1
	1,300	.....	2	.....
	1,200	1	2	.....
Curator	750	1	1	1
Assistant Curator	600	1	1	1
		25	28	28

HIGH SCHOOLS.

Principals of High Schools.

Salary.	Number Receiving.		
	1904	1905	1906
\$3,000.....	10	14	14
2,900.....	4	1	.....
2,800.....	1	.....	.....
2,500.....	.....	.....	3
		15	15
		15	17

Teachers in High Schools.

Salary.	Number Receiving.		
	1904	1905	1906
\$2,500.....	.....	1	1
2,400.....	1	.....	.....
2,000.....	58	72	72
1,900.....	16	6	.....
1,800.....	7	.....	3
1,700.....	.....	3	21
1,600.....	8	30	17
1,500.....	79	66	68
1,450.....	3	6	4
1,400.....	16	21	37
1,350.....	4	.....	.....
1,300.....	15	30	32
1,250.....	1	.....	.....
1,200.....	92	87	73
1,150.....	4	2	3
1,125.....	23	16	16
1,100.....	1	4	3
1,050.....	13	15	15
1,000.....	2	2	3
975.....	10	10	6
950.....	2	5	.....
900.....	4	5	3
850.....	2	4	6
800.....	1	.....	1
	362	385	384

PUBLIC SCHOOLS.

ELEMENTARY SCHOOLS.**Principals.**

Salary.	Number Receiving.		
	1904	1905	1906
\$2,500.....	127	133	138
2,400.....	12	9	9
2,300.....	8	9	8
2,200.....	24	25	27
2,100.....	8	11	10
2,000.....	12	7	1
1,900.....	8	2	6
1,800.....	1	6	7
1,700.....	6	9	8
1,600.....	11	10	6
1,500.....	6	4	4
1,400.....	4	2	5
1,300.....	.....	4	3
1,200.....	3	1	3
	230	232	235

Head Assistants.

Salary.	Number Receiving.		
	1904	1905	1906
\$1,175.....	.....	4	41
1,150.....	3	39	40
1,125.....	43	43	23
1,100.....	174	142	134
1,050.....	1	1	.....
	221	229	238

Teachers in Elementary Schools.

Salary.	Number Receiving.		
	1904	1905	1906
\$1,100.....	.....	3	5
1,075.....	.....	4	3
1,050.....	.....	.....	5
1,025.....	2	11	31
1,000.....	14	62	229
975.....	42	131	183
950.....	38	78	133
925.....	193	232	137
900.....	168	211	164
875.....	1006	873	812
850.....	1785	1702	1722
825.....	202	205	170
775.....	40	56	56
750.....	219	199	149
725.....	37	15	41
700.....	189	85	149
675.....	8	23	57
650.....	3	.....	2
625.....	79	147	317
600.....	164	351	223
550.....	356	224	137
	4545	4612	4725

**Teachers in John Worthy and Parental Schools (Thirteen Periods of
Four Weeks Each.)**

Salary.	Number Receiving.		
	1904	1905	1906
\$1,625.....	1	1	1
1,300.....	10	11	13
1,170.....	8	7	6
1,105.....	.....	1	1
520*.....	1	1	1
1,105†.....	1	1	.....
975†.....	5	5	6
650†.....	6	4	6
780†.....	.....	1	.....
975.....	.....	.....	1
780.....	.....	.....	1
	32	32	36

*Part time.

†With board, Parental School.

Salary.	Number Receiving.		
	1904	1905	1906
\$3,000 Superintendent Parental School.....	1	1	1
3,225 Principal John Worthy School.....	.....	.....	1
	1	1	2

**Teachers of Household Arts, of the Deaf, of Crippled Children, and
Teachers in the Normal Practice Schools.**

Salary.	Number Receiving.		
	1904	1905	1906
\$1,200.....	2	2	6
1,175.....		3	14
1,150.....			
1,125.....		9	2
1,100.....		1	
1,075.....	34	41	50
1,050.....	25	21	15
1,025.....			1
975.....	5	4	6
950.....		1	2
925.....	3	8	2
900.....	1	2	1
875.....	6	2	8
825.....	1	2	1
800.....	3	6	6
750.....	4	2	2
	84	104	116

**Special Teachers of Manual Training and Physical Culture, Elementary
Schools.**

Salary.	Number Receiving.		
	1904	1905	1906
\$1,400.....	8	10	7
1,300.....	1		1
1,200.....		1	4
1,100.....	5	7	10
1,000.....	7	14	7
925.....	2	1	4
875.....	1		
850.....		3	6
800.....	3	3	3
775.....		1	
750.....	4	2	1
	31	42	43

PUBLIC SCHOOLS.

SUMMARY.

	1904	1905	1906	Increase. over 1905
Superintendents and Supervisors, etc...	24	23	22	* 1
Normal School.....	25	28	28	.....
High Schools—				
Principals	15	15	17	2
Teachers	362	385	(1)384	* 1
Elementary Schools—				
Principals	230	232	236	4
Teachers (including head assistants)	4766	4841	4963	122
Critic Teachers, Household Arts, etc....	85	104	116	12
Teachers of Manual Training and Physical Culture	31	42	43	1
Parental and John Worthy Schools.....	33	33	38	5
Total number of Supts., Principals and Teachers	5571	5703	5847	144

(1) The actual number of high school positions was greater than in 1905. Several positions were occupied by substitute teachers at the end of June.

*Decrease.

AVERAGE SALARIES.

	1904	1905	1906	Increase over 1905
Principals, High Schools.....	\$2,960.00	\$2,993.33	\$2,911.76	\$ 81.57
Principals, Elementary Schools	2,266.52	2,275.86	2,277.02	1.16
Instructors, Normal School...	2,005.00	1,925.00	2,095.83	170.83
Teachers, High Schools (except head of branch).....	1,436.37	1,442.55	1,462.11	20.44
Head Assistants, Elementary..	1,105.31	1,114.30	1,123.74	9.44
Teachers of Manual Training and Physical Culture.....	1,068.58	1,072.62	1,066.28	6.34
Teachers of Household Arts, of the Deaf, Crippled Children, and Practice Schools..	1,010.59	1,029.01	1,043.54	14.53
Teachers in Elementary Schools	812.38	817.68	826.35	8.67

DETAILED STATEMENT SHOWING COST OF TEACHING AND SUPERVISION.

Elementary Schools.

Salaries of superintendents, principals and teachers in grammar and primary grades.....	\$4,587,382.16
Salaries of supervisor and teachers of manual training....	40,754.50
Salaries of supervisor and teachers of physical culture.....	11,004.25
Salaries of teachers in kindergartens.....	157,775.12
Salaries of teachers of household arts.....	33,767.69
Salaries of special teachers of music.....	6,185.50
Salaries of special teachers of drawing.....	6,408.25
Total paid superintendents, supervisors, principals and teacher in elementary schools.....	<u>\$4,843,277.47</u>
Less salaries of supervising force*:	
†Superintendent and assistants.....	\$ 39,500.00
Supervisor of manual training.....	3,000.00
Supervisor of physical culture.....	3,000.00
Principals of elementary schools.....	<u>535,100.00</u>

Total cost of supervision, elementary schools..... 580,600.00

Net salaries paid teachers in elementary schools.....\$4,262,677.47

*These are the full yearly salaries of supervising force as shown on the pay roll for June, 1905, and do not show the amounts actually paid after making deductions for absence.

†*Properly chargeable to entire system.*

High Schools.

Salaries of teachers and principals.....	\$613,217.42
Salaries of principals.....	\$49,500.00
Total cost of supervision of high schools.....	<u>49,500.00</u>

Net salaries of teachers in high schools.....\$563,717.42

Normal and Special Schools.

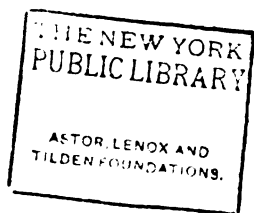
Salaries, principal and teachers of Normal School.....	58,950.00
Salaries superintendent and teachers of Parental School....	25,852.25
Salaries principal and teachers of John Worthy School....	20,135.89
Salary teachers of the deaf.....	23,606.26
Salary supervisor and teachers of the blind.....	4,266.13
Salaries teachers of schools for crippled children.....	4,928.00
Salaries teachers in evening schools.....	<u>93,015.87</u>

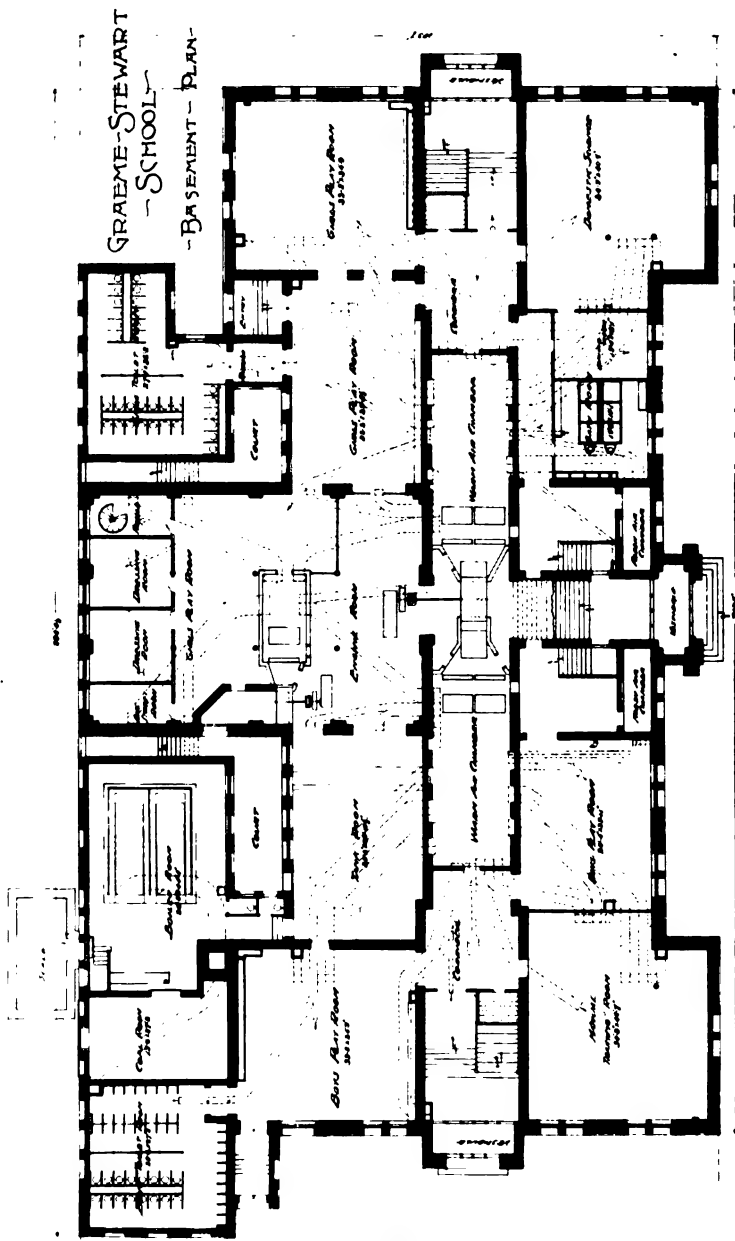
Total\$230,754.40

Less—	
Salary superintendent Parental School.....	\$3,000.00
Salary principal Normal School.....	5,000.00
Salary principal John Worthy School.....	3,225.00
Salary supervisor of blind.....	1,500.00
<hr/>	
Cost of supervision.....	\$ 12,725.00
<hr/>	
Net salaries of teachers in Normal and special schools..	\$218,029.40
Summary.	
Salaries of teachers—	
Salaries of teachers, elementary.....	\$4,262,677.47
Salaries of teachers, high.....	563,717.42
Salaries of teachers, Normal and special.....	218,029.40
<hr/>	
Total salaries of teachers.....	\$5,044,424.29
Cost of supervision—	
*Salaries of superintendents and assistants.....	\$ 39,500.00
Cost of supervision, elementary schools.....	535,100.00
Cost of supervision, high schools.....	49,500.00
Cost of supervision, Normal and special schools.....	12,725.00
<hr/>	
Total cost of supervision, elementary, high and special..	\$636,825.00
<i>*Properly chargeable to entire system.</i>	
Per cent of total paid to teachers.....	88.8%
Per cent of total paid for supervision.....	11.2%

AGE AND SCHOOL CERTIFICATES.

The law enacted by the legislature in 1903, prohibiting the employment of children under fourteen years of age and regulating the employment of children between the ages of fourteen and sixteen years, has now been in force for three years. The following tables are given to show the effect of the operation of the law. It will be noticed that after June, 1903, the attendance of pupils between the ages of nine and fifteen years was increased in a much greater proportion than the average attendance of all pupils. The same is true of the pupils in grades four to nine, those which would be most affected by the strict enforcement of the law. Some credit, no doubt, is to be





GRAEME STEWART SCHOOL—BASEMENT PLAN.

Plan similar to the Copernicus, Graham, Altgeld, Monroe, McCormick, Whitney, Penn, Jahn, and Washington Schools.

given to the enforcement of the revised compulsory education law enacted at the same time, which requires the attendance of pupils between the ages of seven and fourteen years for the whole time the schools are in session.

AGE OF PUPILS AT ENROLLMENT.

	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
Under 6 years.....	9,828	10,568	17,195	19,593	20,302	20,308
Between 6 and 7.....	39,716	41,753	38,453	34,566	32,575	32,312
Between 7 and 8.....	32,423	32,096	32,318	31,517	30,239	30,186
Between 8 and 9.....	29,805	30,606	31,015	30,746	29,921	30,376
Between 9 and 10.....	28,256	28,763	29,757	29,984	29,424	29,338
Between 10 and 11.....	27,091	27,756	28,127	28,954	29,081	28,743
Between 11 and 12.....	25,024	25,629	26,102	26,840	27,796	28,054
Between 12 and 13.....	23,979	24,220	24,885	26,054	26,671	27,832
Between 13 and 14.....	19,472	20,146	20,260	22,972	24,769	26,240
Between 14 and 15.....	12,721	12,816	12,863	14,383	15,965	16,921
Between 15 and 16.....	6,978	6,827	6,683	7,233	8,275	8,846
Between 16 and 17.....	3,680	3,508	3,352	3,449	3,880	4,181
Over 17	3,765	3,704	3,238	2,942	3,498	3,776
Total	262,738	268,392	274,247	279,183	282,346	287,118
Increase over previous year	2.7%	2.1%	2.2%	1.8%	1.13%	1.69%

ENROLLMENT OF PUPILS BETWEEN 9 AND 15 YEARS OF AGE.

	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
Number enrolled	136,543	139,330	141,994	149,087	153,706	157,122
Per cent of total enrollment.....	52%	52%	52.8%	53.4%	54%	54.7%
Increase over previous year.....	2,787	2,664	7,093	4,619	3,422	
Per cent of increase.....	2%	1.9%	5%	3.1%	2.28%	

PUBLIC SCHOOLS.

AVERAGE MEMBERSHIP IN THE VARIOUS GRADES.

Year.	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
First Grade	47,409.6	47,612.	44,622.8	43,748.9	42,812.7	43,560.8
Second Grade	36,014.3	36,433.5	37,184.	36,374.9	34,380.1	34,330.4
Third Grade	31,099.1	32,170.2	32,449.9	34,419.4	34,310.	33,814.4
Fourth Grade	26,033.4	26,439.7	27,167.9	28,405.9	29,824.8	30,009.8
Total, First to Fourth.....	140,556.3	142,654.4	141,424.6	143,449.1	141,327.6	140,715.4
Fifth Grade	24,013.3	24,711.	25,076.9	27,351.7	27,512.4	28,056.8
Sixth Grade	18,359.1	18,136.8	18,427.5	20,330.7	21,755.7	22,540.6
Seventh Grade	13,697.6	13,975.7	13,663.1	14,645.8	16,351.3	17,643.6
Eighth Grade	9,986.6	10,723.9	10,927.6	11,393.7	12,340.	12,639.3
Total, Fifth to Eighth.....	66,056.6	67,547.4	68,094.1	73,621.9	77,559.3	81,180.3
Ninth Grade	4,033.1	3,899.1	4,175.9	4,620.3	5,239.9	5,543.9
Tenth Grade	3,593.3	3,551.7	3,494.6	3,544.3	3,912.3	3,339.6
Eleventh Grade	1,742.7	1,792.5	1,511.2	1,623.1	1,750.	1,923.2
Twelfth Grade	1,294.4	1,333.7	1,306.4	1,149.	1,306.3	1,313.6
Total High Schools.....	9,661.4	9,627.	9,488.1	9,926.7	11,208.4	12,024.3
Grand Total	216,274.3	219,838.8	219,006.8	227,007.7	230,596.3	233,919.9
Increase		3,564.5	* 822.	8,000.9	3,387.6	3,524.6

*Decrease.

SUMMARY OF AVERAGE MEMBERSHIP, GRADES 4 TO 9.

Year.	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06
Average Membership, Grades 4 to 9.....	96,121.1	97,886.3	99,437.9	106,648.1	113,924.	116,733.9
Per cent of total enrollment..	44.4%	44.5%	45.4%	46.7%	49.3%	44.9%
Increase over previous year....		1,764.1	1,551.7	7,210.2	6,275.9	2,709.9
Per cent of increase.....		1.8%	1.6%	7.3%	5.9%	3.3%

GRADES OF CHILDREN RECEIVING AGE AND SCHOOL CERTIFICATES.

GRADES.	From July 1, 1903, to July 1, 1904.			From July 1, 1904, to July 1, 1905.			From July 1, 1905, to July 1, 1906.			Total for 3 Years.
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
First	4	1	5	5	2	7	3	0	3	15
Second	58	30	88	83	33	106	66	16	82	276
Third	404	159	563	143	106	249	191	111	302	1,114
Fourth	911	233	1,394	638	343	981	653	288	941	3,216
Fifth	3,133	845	3,978	1,470	704	2,174	1,330	710	2,030	7,183
Sixth	1,901	821	2,722	1,729	773	2,502	1,623	869	2,492	7,716
Seventh	1,700	814	2,514	1,674	681	2,355	1,406	710	2,116	6,984
Eighth	3,114	997	3,111	1,718	700	2,418	1,476	655	2,131	7,660
Ninth	323	110	433	336	119	355	223	108	330	1,117
Tenth	48	9	53	87	31	118	36	15	51	231
Eleventh	8	1	9	13	2	14	6	2	8	31
Twelfth	0	0	0	1	0	1	0	0	0	1
Evening Schools	43	23	64	63	18	80	41	23	63	307
Unclassified	398	157	455	135	57	182	58	29	87	724
Total	9,928	4,349	14,287	7,983	3,559	11,542	7,100	3,535	10,635	36,464

AGES OF CHILDREN RECEIVING AGE AND SCHOOL CERTIFICATES.

AGE.	From July 1, 1904, to July 1, 1905.			From July 1, 1905, to July 1, 1906.			Total for 2 Years
	Male	Female	Total	Male	Female	Total	
14 years	1,479	720	2,199	1,588	769	2,357	4,551
14 years, 1 month.....	645	310	955	543	303	846	1,800
14 years, 2 months.....	613	222	835	469	200	669	1,504
14 years, 3 months.....	483	183	666	436	242	678	1,344
14 years, 4 months.....	392	205	597	375	199	574	1,171
14 years, 5 months.....	412	172	584	358	184	542	1,126
14 years, 6 months.....	373	146	519	347	186	533	1,051
14 years, 7 months.....	349	172	521	314	138	452	973
14 years, 8 months.....	303	108	411	232	143	375	786
14 years, 9 months.....	291	164	455	304	136	440	895
14 years, 10 months.....	316	124	440	265	102	367	807
14 years, 11 months.....	275	138	413	222	107	329	742
15 years	218	105	323	234	101	335	658
15 years, 1 month.....	190	74	264	205	101	306	570
15 years, 2 months.....	241	91	332	163	78	241	573
15 years, 3 months.....	192	83	275	162	85	247	522
15 years, 4 months.....	191	87	278	158	82	240	518
15 years, 5 months.....	166	76	242	127	68	195	437
15 years, 6 months.....	167	97	264	113	60	173	437
15 years, 7 months.....	123	31	154	101	50	151	305
15 years, 8 months.....	178	69	247	96	48	144	391
15 years, 9 months.....	140	62	202	91	53	144	346
15 years, 10 months.....	142	59	201	109	61	170	371
15 years, 11 months.....	105	61	166	93	40	133	299
Total	7,983	3,559	11,542	7,100	3,535	10,635	22,177

NATIONALITIES OF CHILDREN RECEIVING AGE AND SCHOOL CERTIFICATES—FOREIGN BORN.

NATIONALITIES.	From July 1, 1903, to July 1, 1904.			From July 1, 1904, to July 1, 1905.			From July 1, 1905, to July 1, 1906.			Total for 3 Years
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Germany	190	90	280	119	46	165	151	79	230	675
England	72	25	97	60	22	82	39	16	55	234
Scotland	13	7	20	10	6	16	9	7	16	52
Ireland	17	5	22	14	8	22	19	7	26	70
Italy	95	53	148	103	23	126	110	47	157	431
Bohemia	125	68	193	62	26	88	62	35	97	378
Poland	26	16	42	44	10	54	20	13	33	129
Sweden	75	23	98	29	9	38	36	14	50	186
Norway	17	9	26	18	4	22	21	9	30	78
Denmark	23	10	33	5	4	9	11	5	16	58
Holland	39	13	52	26	9	35	12	7	19	106
Greece	6	2	8	2	0	2	3	0	3	13
Turkey	1	0	1	0	0	0	2	0	2	3
France	11	3	14	9	3	13	6	3	9	35
Arabia	0	0	0	1	0	1	0	0	0	1
Russia	167	101	268	233	136	369	207	132	339	976
Austria							33	26	59	59
Moravia							0	1	1	1
Switzerland							4	4	8	8
Belgium							3	1	4	4
Roumania							10	5	15	15
Cuba							1	0	1	1
Canada							22	2	24	24
Total Foreign	877	425	1,302	785	306	1,041	781	413	1,194	3,537
American born	8,985	4,000	12,985	7,078	3,423	10,501	6,319	3,122	9,441	32,927
Total American and Foreign	9,862	4,425	14,287	7,813	3,729	11,542	7,100	3,535	10,635	36,464

ARNOLD TOMPKINS.

Arnold Tompkins was born on his father's farm eight miles south of Paris, Illinois, on September 10, 1849. He died at his country home near Menlo, in northern Georgia, on August 12, 1905. His early education was received at "Possum Kingdom," a country school near his father's farm. At the age of fifteen he walked three miles to attend another country school, which was taught by a man of college training, a teacher who taught Algebra and Geometry. This man in-

spired him to go to college. At the age of seventeen he taught a winter term of school in the country. In the spring of the same year he attended the High School of Paris for two or three months. The following winter he again taught a country school, all the time looking forward to the day he might enter college. That day came in 1869, when he entered Indiana University, dropping out before the end of the year on account of overwork. The following September he entered Butler University, but was again forced to leave on account of illness.

In 1875 Arnold Tompkins entered the Indiana State Normal School at Terre Haute, where his work with William A. Jones, first president of the school, started him in organic thinking. He was graduated from this school in 1880. He spent the next two years at Worthington, Indiana, as Superintendent of Schools.

In 1882 he became Superintendent of Schools at Franklin, Indiana, where he prepared a graded course of study, organizing the school work on a philosophic basis. In 1885 he was chosen head of the English Department in the Normal School of De Pauw University. He was made dean of the school in 1889, and was graduated the same year from the University of Indiana, just twenty years after matriculating. In 1890 he became head of the department of English in the Indiana State Normal School, where he remained two years.

In 1893 he entered the University of Chicago, where he remained as a graduate student for two years. At the end of this time he accepted the chair of Pedagogy in the University of Illinois. In 1899 he resigned to become president of the Illinois State Normal School at Normal. The following year he accepted the principalship of the Chicago Normal School, which position he held up to the time of his death.

Dr. Tompkins did much work as a writer, publishing in 1889 "The Science of Discourse," in 1893 "The Philosophy of Teaching," and in 1895 "The Philosophy of School Management." In addition to this he prepared shorter articles for the educational press.

Perhaps the greatest work of his life was done by him on the lecture platform before the teachers of the country. No one ever approached him in ability to talk pedagogy in an attractive and inspiring way. He held a unique position as an impassioned orator and exponent of educational ideas. Those who heard his famous addresses at the meeting of superintendents at Columbus, to the Illinois teachers at Springfield, or to the members of the St. Andrew's society, when he spoke of Robert Burns, realized that he was first in this field and the others nowhere. His firmest friends have believed for many years that this gift of oratory in the exposition of educational ideals was worth more to the cause of education than anything he could contribute as a teacher or an administrator.

In administering the affairs of the Chicago Normal School, Dr. Tompkins met with many difficulties for which he was not responsible. Colonel Parker had taken with him a large number of the Normal School faculty, many of the vacancies thus created having been filled during the interim between Colonel Parker and Dr. Tompkins. In filling other vacancies he was sure to offend the community and teachers in the old school, who jealously guarded the ideals of Colonel Parker, and resented anything that looked like a change. Further difficulties arose from the fact that he took charge of the school at a time when there was a large surplusage of teachers, a long list of cadets, and the policy just begun of doubling the demand upon the students of the Normal School. Financial difficulties, too, forced the Board of Education to give up the payment of the small salary of \$200 per year which had been paid to cadets while on the waiting list. The long wait before appointment, the deprivation of salary, and the longer period of study required before graduation at the Normal School, together with the inevitable difficulties connected with the taking charge of a new school and the inauguration of a new policy, made the situation a difficult one to handle.

He faced these difficulties with a courage and hopefulness that endeared him to all who were associated with him. His faith that truth would prevail, that there was something in the

universe working for righteousness, that the situation would somehow spell "success," was absolutely invincible. When difficulties arose, and complaints and denunciations of his policies were under consideration, he would urge that logic would win in the end, and that success must be ours in our efforts to build up a great teachers' college.

It was Dr. Tompkins' ambition to see the teachers' college thoroughly established, equipped with a good faculty, and prepared to train all classes of teachers needed for the schools of Chicago. When this work was done he was anxious to resign. His ambition was purely impersonal; he thought first of his school work, second of his own leadership. One of the saddest things connected with his death is the fact that he was so near a realization of all his hopes, and yet was not permitted to open up the school in the new quarters he worked so long to secure. He had, however, lived long enough to see the threatened destruction of the school averted, to see the tide turn and increasing numbers of students enter the school, and to realize that he was at the head of one of the best and most finely equipped Normal Schools in America.

Dr. Tompkins has left the task of fulfilling the mission of his school to other hands. His ideals and his purposes will be realized under other leadership. Under the management of its new principal, Dr. Ella Flagg Young, the standard of the school will be kept up, and its work will lead us on to a higher excellence. The school is indeed fortunate in having had for its leaders D. S. Wentworth, Francis W. Parker, and Arnold Tompkins, and in having now at its head Ella Flagg Young.

DEATHS

1905-1906.

Name.	School.	Date.
Ada S. Allaby.....	Parkside	November 29, 1905.
Henry J. Buck.....	Worthy	April 17, 1906.
Marguerite E. Burke.....	Talcott	December 11, 1905.
(Principal)		
Olive Burrell.....		April 23, 1906.
(Substitute)		
Sara H. Butler.....	Lewis-Champlin ..	March 21, 1906.
Annie E. Carroll.....	Whittier	August 23, 1905.
Maria N. Clark.....	Nettelhorst	January 12, 1906.
(Former Principal)		
Eleanor F. Cushing.....		July 20, 1905.
Veronica A. Daly.....	Goethe	February 16, 1906.
(Kindergarten)		
Minnie C. Donahoe.....	Walsh	May 20, 1906.
Carlos Escobar.....	Crane High	December 21, 1905.
Alice M. Figg.....	Pulaski	October 7, 1905.
Garnet N. Fultz.....	Curtis	March 4, 1906.
Margaret E. Holway.....	Gallistel	March 3, 1906.
Virginia Huguenin.....	McLaren	June 17, 1906.
(Principal)		
Rose James.....	Mulligan	June 27, 1905.
(Head Assistant)		
Alda A. LaLande.....	Foster	March 6, 1906.
Margaret McDermott.....	McAllister	January 17, 1906.
Leone M. Muentner.....		April 17, 1906.
Mary C. Oberlander.....	Carpenter	December 23, 1905.
Fannie J. Reeve.....	Scammon	April 3, 1906.
Mary H. Robinson.....	Dore	September 29, 1905.
Marguerite E. Thompson.....	Gallistel	June 23, 1905.
Arnold Tompkins.....	Normal	August 12, 1905.
(Principal)		
Erna Vogeler.....	Headley	June 14, 1905.
Della B. Wasson.....		June 16, 1906.
Christine Williams.....	Bismarck	July 5, 1906.

CHICAGO NORMAL SCHOOL.

Mrs. Ella F. Young, the principal of the Chicago Normal School, makes the following report:

The new building was opened to the students at the beginning of the school year, September 1, 1905. Its architectural beauty is deeply appreciated by the faculty and the students. The special arrangements of the departmental laboratories, shops, and recitation rooms have added to the efficiency and pleasure in the various forms of work. The chief drawback to comfort in the building lies in the poor acoustic properties of the Auditorium and the Study Hall.

There may arise a question as to the wisdom of the plan which gathers the desks of all the students in one great room, the Study Hall. The unconscious influence of the man or the woman who meets the young students daily, before and after school, in the headquarters of their class, is lost in a room seating a crowd numbering nearly 500.

The physical examinations of the applicants for admission and the intelligent and popular gymnastics taken twice a week throughout half the course, are having a marked effect on the physical condition of the student body. It would be interesting to institute comparisons between the reports of the examiners made upon a number of applicants for admission and those made upon the same students when graduating. Such comparisons have been promised by the director of the physical examinations at the close of the coming year.

The following extracts from the report of the head of the department of Physical Education in the school, Lura Sanborn Sargent, state the needs of the department none too strongly:

"In September 1905, the Normal College moved into the new building, but the department of Physical Education was left behind in the temporary quarters, as no provision other than a small recitation room was made for this department in the new structure. The work of the department continues to be done in the assembly hall of the Normal Practice School, which is entirely inadequate for the purposes of a gymnasium. Dumb-bells, wands and Indian clubs, with a few pieces of antiquated heavy apparatus, constitute the equipment. There is no provision for dressing rooms and lockers, and there are no

baths, which conditions make it necessary for over 200 young women to dress in recitation rooms in the College building, and to walk through the corridors of the College and Practice School buildings, on the way to and from the hall, in their gymnasium costumes. Classes, numbering about 75 students each, exercise twice a week in this hall, around the walls of which are stacked about 500 chairs, where dust collects in great quantities. Considerable time is wasted in placing these chairs upon the floor when the children assemble for singing and general exercises, and in replacing them to clear the floor for gymnastics. Moreover, the sand from hundreds of shoes leaves the floor very dusty. This dust, together with the inadequate system of ventilation for gymnasium purposes, makes it necessary for students who are exercising to breathe air that is foul and unsanitary. As the hall is on the ground floor, and is furnished with sixteen windows and five entrances with swinging doors, it is impossible to exclude visitors in the gymnasium or spectators outside the windows, or to do any work not intended for public view.

"Moreover, as the College classes occupy the hall during eight periods of the week, the children are deprived of the use of the hall for their own gymnastics at these hours.

"Systematic work in the Practice Schools demands larger space than is afforded by the regular school room, which has neither sufficient light nor sufficient air for exercise, while work in the corridors creates noise which disturbs the other rooms. Therefore, the assembly hall of the practice school should be left for the use of the children.

"An effort is being made to organize better and to carry on the work of gymnastics in the grades. To this end a new outline for the use of critic teachers and students teaching gymnastics has been worked out, and is now in the hands of the printer, with the hope of having it ready for use in the fall. It will be impossible to make much progress, however, until existing conditions are remedied.

"To remedy the two sets of unsatisfactory conditions referred to above, I would respectfully recommend the erection of a gymnasium for the Normal College, which should be equipped with dressing rooms, lockers, and baths, and fitted with such modern apparatus as will make it possible to furnish our students with the training essential in fitting them to become teachers of gymnastics and as will properly complete our otherwise admirably equipped building."

The following from the report of the head of the department of Manual Training, Oscar L. McMurry, indicates briefly but positively that manual training is becoming an effective factor in the preparation of not only the specialist, but also the grade teacher:

"During the year 1905-06 conditions under which the department worked were greatly improved. In September the shops in the new building were opened, equipped for classes in woodwork, weaving, bookbinding and construction work.

"The first class of R. T. Crane Scholarship students entered the Normal School in September. A second class came in February.

"Opportunity was given to regular Normal School students at the opening of the second semester to devote more time to studies along construction lines—the ten weeks' limit being extended to a possible sixty weeks' limit. Many students from Senior and Junior classes availed themselves of the opportunity to enroll in these classes.

"Tentative courses of study for the department were outlined with reference to the needs of the Normal students on the one hand, and to the children of the grades on the other.

"Definite steps were taken to unify the work of the Art and Manual Training departments."

Since, in its nature, chorus singing brings the entire student body into action at the same time and with the same aim, no department does more to unify the school than that of music. The head of this department is personally active in developing the musical power of every student who has any interest, no matter how faint, in singing. The non-development of self-consciousness in individual students and the warm *esprit du corps* in the classes in helping and appreciating one another, result in a touch-and-go of enjoyment in the music classes. The following is from a report submitted by the head of the department, Henry W. Fairbank:

"During the latter part of the year this department has been signally favored with an additional allotment of time, which for several years has been altogether too brief for the successful completion of the required course of study. Ten weeks is now given to the academic work in music, and ten weeks to the advanced practice work. The results have been most satisfactory, as greater opportunity has been afforded for individual effort both in theory and practice. It is confidently believed that the graduates of the Normal School will continue to do valuable service in music, as they enter the lists of teachers of this and other cities.

"The rehearsals of the Glee Clubs for young women and for young men have been well attended, and every effort has been made to maintain the usual high standard of these organizations. Weekly chorus practice for the entire school is to be placed on a departmental basis in the upper grades, and most favorable results are anticipated.

"The work in this department, both in the College and in the Practice Schools, is under the constant inspection of teachers from Chicago, the state, and the cities of other states, and the interest displayed by pupils in the subject of music is a matter of much favorable comment."

The Bureau of Geography is an important addition to the equipment of our schools. It is not surprising that 131 schools, high and elementary, avail themselves of its facilities; it is surprising that all of the 250 public schools in the city do not ask for its material. Something of its workings may be learned from the following report made by the Curator:

"The Bureau of Geography was organized by elementary school principals May 25, 1901. The Board of Education assumed management October 28, 1903, and transferred the Bureau to the Normal School the following month. The work of supplying schools with the collections began January 1, 1904.

"The aim of the Bureau is to furnish illustrative material to aid in teaching geography in the elementary schools.

"Since coming under the management of the Board of Education, all illustrative materials have been secured entirely by donation, from more than 165 individuals and firms of Chicago and other cities of the United States and foreign countries. These supplies and other equipments of the Bureau occupy three rooms in the new Normal School building, where they are classified, labeled, and arranged in convenient order for distribution in the schools.

"The collections furnished by the Bureau are composed of books, pamphlets, type-written articles, specimens, pictures, maps, charts and other forms of objective illustrative materials. These may represent a certain locality in one country, the country as a whole, or, as is often the case, some natural or manufactured product, the process of whose growth or manufacture is traced from beginning to end by means of pictures, or by bottled or mounted specimens illustrating the various stages. Thus Japan is represented by specimens of its typical products, printed matter, and pictures describing and illustrating its topographical features, and the dress, homes, and occupations of its inhabitants; while silk, as an example of a special product, is shown by means of specimens and pictures in all stages of production from the egg of the silkworm moth to the various beautiful finished fabrics. The Bureau of Geography aims especially to vitalize the commercial and industrial phases of geography. The material is arranged in series in pasteboard boxes, and these, in sets of three, are enclosed in strong wooden boxes for distribution to the schools.

"Blank requisitions containing a full list of all commodities and available sets are sent to the schools during June of each year, in order that the principal and teachers of any particular school may select such material as may be of most use to the school work of the next year. When returned, the requisitions are placed on file in the order of their receipt, and booked in advance, as nearly as possible, in the order of the original requisition from the principal. The Curator endeavors to make up sets in advance to meet the demand, so that it is seldom necessary to deviate from the principal's requisition. Duplicate requisitions are retained by the principals, upon which they may base their work for the ensuing year. In order to make use of the Bureau of Geography material most effectively, many schools are systematically arranging their work to meet their requisitions.

"Each school is allowed to retain one set during a period of two weeks. On Monday and Thursday of each week a special wagon of the Board of Education calls at the Normal School for the collections and delivers the same to the Supply Department, for distribution in the various school districts.

	1904-05	1905-06
No. of High and Grammar Schools supplied.....	72	131
No. of sets furnished schools.....	1417	2390
No. of sets used in Normal School.....	....	128
No. of sets used in Normal Practice School.....	....	431
No. of sets used in Yale Practice School.....	....	211
		<hr/>
		3160
No. of sets added during the year 1905-06.....		0
Total number of sets available September 1, 1906.....		308

"The demands of the principals through their requisitions for certain kinds of material, both productive and locative, next year, will necessitate a special effort on the part of the department to obtain these required commodities. The Bureau is in need of supplies for more than twenty special products and twelve countries; most of these could be secured by donation from Chicago wholesale, retail and manufacturing firms. There are, however, some materials greatly needed, which cannot be secured by donation.

"Specimens of some products in certain stages of manufacture can be obtained only at the factories, and at some expense. Literature and pictures on some industries can be procured only in trade publications, which are too expensive to be secured by donations. A small expenditure of money will frequently produce the "missing link" in a series of pictures or specimens. Money is also needed for express

and freight charges, for stamps, and for necessary traveling expenses of the Curator in collecting material. A small annual appropriation would greatly increase the scope and efficiency of the Bureau.

"At the time of assuming control, the Board appropriated \$500.00 to be expended in supplying necessary equipment to aid in the distribution of material; but, before the work could be put in condition to ascertain the needs of the Bureau, this amount lapsed into the general fund on January 1, 1904.

"During the past three years only \$274.00 has been expended in procuring the supplies which were absolutely necessary to carry on the work in boxing, bottling, etc. This amount was obtained through the Normal School appropriation."

NORMAL EXTENSION.

Fred M. Sargent, Director of the Normal Extension Department, submits the following report:

I.—Circulation of an Announcement.

In preparation for the work of the school year 1905-06 in Extension classes, an announcement of the purposes and plan of work, in the form of a pamphlet which was printed at the Normal School, was circulated throughout the schools of the city, one copy being sent to every teacher in each school. I borrowed the idea of such a pamphlet from Mr. Harvey, my predecessor, who had circulated such an announcement in the spring of 1904 for the ensuing year. This pamphlet was prepared by the various heads of departments in the Chicago Normal School. In the course of its preparation, each of these heads of departments called the instructors of Extension classes in their respective subjects into a conference, at which the courses of study outlined under each department in the pamphlet were planned and a statement of the work formulated. The significance of this pamphlet of announcement, therefore, was twofold. It informed the teachers that the Board of Education was conducting these classes for the benefit of each teacher who chose to avail herself of the opportunity, and outlined the work in these classes, in such a way that every teacher might have an opportunity to consider and choose. It showed that the Normal School had assumed leadership in each department in planning and presenting the work to be given in Extension classes, instead of leaving the plan of work to the individual ideas of each instructor whose services had been requested by small groups of teachers here and there throughout the city. In other words, the fact of such an announcement being issued denoted the fact that the Extension work had become organized as a part of the Normal School.

II.—Special Features of the Announcement.

In this announcement were set forth certain new plans of work, the most important of which are the following:

1. A distinction was made between the work of classes engaged in the systematic study of a subject for the sake of the subject itself, and the work of the classes which were engaged in the demonstration of subjects as applied to the work of the elementary school. These two kinds of classes were somewhat imperfectly designated respectively as Study classes and Institute classes. The former were planned to be conducted for a class period of one and one-half hours for courses either of fifteen or thirty weeks. The latter were planned for a class period of one hour each for periods of twelve or twenty-four weeks. In the work of the Study classes the pedagogical side of the work was planned as incidental to the academic work.

2. Teachers were informed that a record would be kept of the work which they might do in systematic Study classes. Previous to the opening of the year 1905-06, there had been no general rule followed by instructors in the keeping of the records of their classes. About January 1, 1905, general instructions were sent out to all the instructors to keep such records. Previous to that time, very few instructors had kept any records of the work. Such records had been unnecessary, as the instructors had been doing most of their work through lectures. In a few cases, where the recitation method had been followed, records had been kept somewhat inadequately. This feature of the work for 1905-06, therefore, had as its ultimate aim the requirement of the use of the recitation or seminar method to some extent in all classes, as well as the more immediate object of preserving in permanent form some statement of what had been accomplished by the student. No records were planned, however, for Institute classes, the work of such classes being chiefly demonstrations by instructors, and not depending upon the activity of the student.

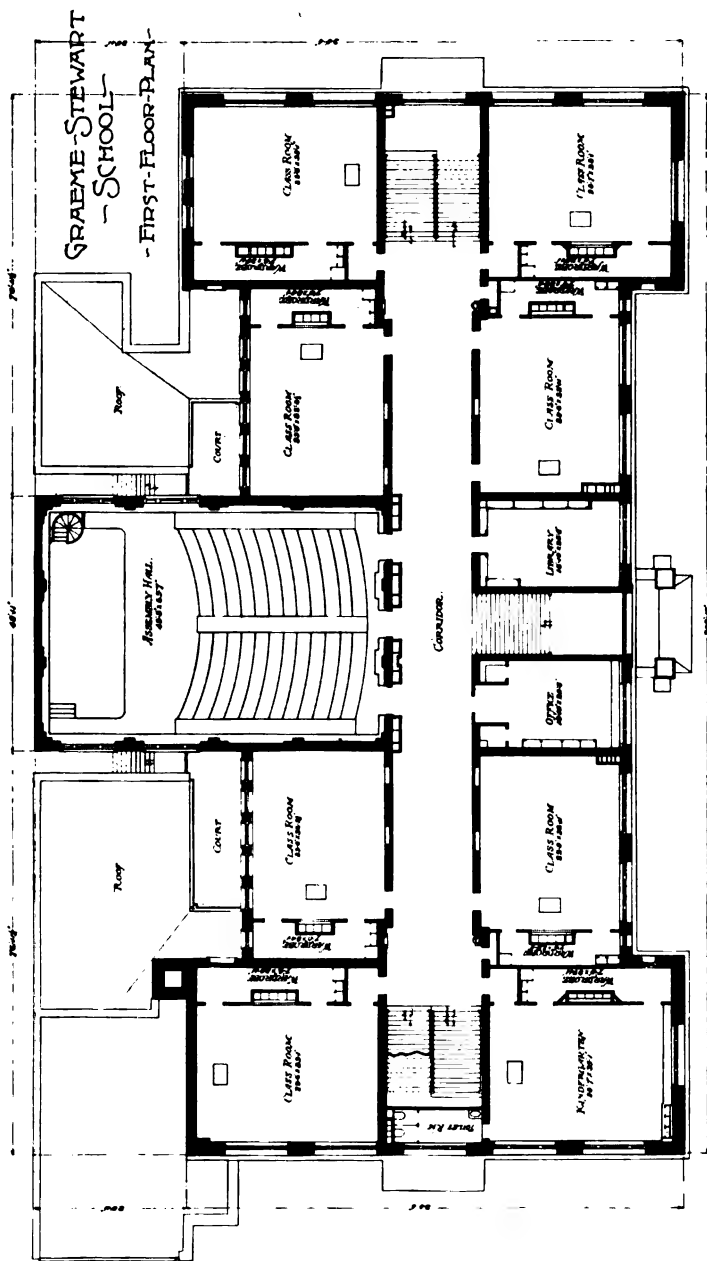
3. A third feature announced for the year 1905-06 was an attempt to locate the classes in centers of study chosen by the department for the sake of their accessibility and convenience to many teachers. Previously the classes had been located wherever teachers happened to ask for them, without much reference to the convenience of anybody excepting the teachers in the particular school building where the class had its meetings. Frequently classes had met in comparatively inaccessible locations, and their usefulness to the great body of teachers had been thereby impaired.

III.—Numbers of Classes.

The enforcement of the stricter regulations regarding enrollments, class periods, and methods of work, and the limitation of the

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GRAEME STEWART SCHOOL—FIRST FLOOR PLAN.
Plan similar to the Copernicus, Graham, Altgeld, Monroe, McCormick, Whitney, Penn, Jahn, and Washington Schools.

number of classes in which teachers might enroll, reduced the number of classes which were conducted during 1905-06. In November, 1904, we had 166 classes with an enrollment of 6,622, and an attendance of 4,904. In November, 1905, we had 94 classes, an attendance of 2,374, with a membership of 3,080 and an enrollment of 3,541. The foregoing comparison represents the figures at the maximum for each year. On February 1, 1905, we had 133 classes, an enrollment of 3,126 and an attendance of 2,513. About February 1, 1906, we had 81 classes with an attendance of 1,669, a membership of 2,278, and an enrollment of 3,157. The foregoing comparison shows the numerical strength of the classes after the mid-year reorganization, which takes place every year after the holding of the promotional examinations, after which some teachers drop out and others change classes, and new teachers enroll. In connection with this last comparison, I would point out the fact that the average attendance February 1, 1905, was 18.8, and that the average attendance February 1, 1906, was 20.9. In 1904-05, 73 classes, out of a total of 166, or about 44 per cent, completed the courses of study planned for them. In 1905-06, 65 classes, out of a maximum of 94, completed the courses of study planned for them, or a percentage of about 70. The per cent is even higher, if we consider only the systematic Study classes, leaving out the Institute classes, in which the reduction was heavier. Fifty-nine Study classes out of 70 completed their courses, or a percentage of 84. Evidently, therefore, the amount of waste effort was reduced during 1905-06 by a very large margin.

Another feature which ought to be mentioned in connection with the number of classes is the fact that the number of classes meeting at downtown centers increased in 1905-06, both actually and proportionately. Twenty-seven out of 94 met at downtown centers. An increase is also to be noted in the number of classes meeting at the Normal School. Eleven out of 94 met there. The proportionate number of classes conducted by members of the Normal School faculty increased slightly. For 1904-05, the proportion was about 1 to 4; for 1905-06, about 1 to 3. Any such statement, however, does not indicate with any accuracy the part which the Normal School instructors have taken in the Extension Department, because it almost always has been true that classes conducted by members of the Normal School Faculty have been much more largely and faithfully attended than the classes conducted by other instructors.

Another feature which ought to be noted is that during 1904-05 the special studies, in which category the subjects of Cookery, Drawing, Manual Training, Music, Nature Study, Physical Training and Sewing are included, occupied the greater part of our program of classes for that year, 68 per cent of all the classes being classes in these special subjects; also that the cost of these subjects for the year 1904-05 was

82 per cent of the total cost. In 1905-06, however, the proportion of the classes in the special subjects, as compared with other classes, had considerably decreased, the proportion amounting to 53 per cent of the total number of classes. If we consider the systematic Study classes alone, however, the proportion is even smaller—only 27 out of 70, or about 38 per cent. The proportion of the cost of the classes in special subjects was reduced to about 59 per cent of the total cost. One might argue from this that the interest in the special subjects which is manifested by the teachers is due to the fact that they need knowledge in these lines for immediate use in their school room, rather than to a desire to study such subjects systematically. Most of the Institute class work was in the line of special subjects. It should be noted, however, that 27 out of 50 classes in the special subjects were systematic Study classes.

The reasons for this reduction in the proportion of classes in special subjects may lie partly in the fact that certain strict regulations were enforced regarding the taking up of the subjects of Cookery, Sewing and Physical Education. These regulations required teachers to offer as preliminaries, or to take as parallel courses, certain other courses of study calculated to give them the scientific basis of the work in hand. This materially affected the interest shown by teachers. Particularly was this true in the subject of Cookery, in which in 1904-05 we had 29 classes, which cost the Board of Education upwards of \$3,000. In 1905-06, however, not a single class in Cookery was organized, indicating that the interest of students in this subject had been almost entirely practical, and hardly at all professional, or educational.

IV.—Cost.

The expenditure for Extension classes during the school year 1905-06 was \$12,783.94. The expenditure during 1904-05 had been \$14,188.97. The reduction of expenditure in 1905-06 was, therefore, \$1,405.03.

During 1905-06 there were 2,367 persons enrolled in Extension classes. The average cost of extension work for each person was therefore \$5.40. In 1904-05 the actual number of persons enrolled had been 2,481, and the average cost for each of such persons for the year was \$5.72. For 1905-06, therefore, the per capita cost was materially reduced; notwithstanding the fact that for six months of the year 1905-06 the members of the Normal School faculty were paid for their work in Extension classes, whereas during all of the year 1904-05 such instructors received no salary.

V.—Spirit and Quality of Work.

Far more important, however, than any comparisons of numbers or of cost as between the two years 1904-05 and 1905-06, is the comparison

of the spirit and quality of the work done. The work of the year 1905-06 was characterized by a much more serious, and at the same time more enthusiastic, spirit, on the part of students in classes. There was very much less of the transient enrollment by which teachers had in 1904-05 attempted work in many classes, either consecutively or at the same time.

The necessity for each individual's assuming some responsibility for a part of the work, and the opportunity for each individual to take part in discussions and recitations, undoubtedly were most important factors in improving both the spirit and quality of the work. Whatever may have been the cause for this improvement, the instructors frequently remarked upon it. The change in methods and organization of work exacted considerably more from the instructors than the previous methods had required, but all, almost without exception, co-operated, with great cheerfulness and zeal, to make the new plan of work successful. From conversations with many of them, I believe that they felt themselves repaid by the greater returns which were evident as the results of their work.

VI.—Instructors.

Some new instructors were brought into the work at the beginning of 1905-06, and in every case such instructors were selected with the approval of the head of the department in the Normal School, after an investigation and consideration of the individual's qualifications for work in his special subject. In this way it is felt that the effectiveness of their work in Extension classes was guaranteed. The former method of placing Extension classes in charge of any instructors whom the teachers might name as their choice, was open to considerable criticism as a method of selection. Some instructors who had been thus selected in previous years were not invited to continue in charge of Extension classes for 1905-06, for the reason that their work had not been approved by the heads of departments in the Normal School. It is expected that this process of inspection, and selection of the fittest, will be continued for the year 1906-07, thus eliminating from the field those instructors whose training and efficiency do not measure up to the growing standards of the department, and affording an opportunity to bring into the service of the department other people with superior training, experience, and efficiency. It is unfortunate that, under the rules of the Board, we cannot go outside of the teaching force of the city schools for Extension class instructors. Without disparagement of the work of the people who hold Chicago city certificates, it may be said that the work of the department would be improved if we were allowed to get the best instructors wherever we could find them.

VII.—Salaries for Normal School Faculty in Extension Work.

A deserved recognition of the great service to the teachers of Chicago which has been performed by the members of the Normal School

faculty for the last four years occurred during the year 1905-06, in the modification of the rule of the Board which had hitherto required the members of the faculty to do the Extension work without compensation additional to their regular salaries as members of the Normal School faculty. Beginning January 1, 1906, the Board allowed the members of the Normal School faculty the same salary for Extension work as that paid to other instructors.

VIII.—The Principal's Co-operation.

In this, as in all other matters affecting the welfare of Normal Extension classes, the principal of the Normal School has given Extension work her heartiest encouragement and endorsement. The improvement in the efficiency of the work is in a very considerable degree due to the sympathetic attitude of the principal toward all efforts in the direction of increasing the scholarship and influence of Extension classes.

Some teachers and principals of the city were somewhat disappointed that they could not pursue Extension work under the instruction of Mrs. Young during 1905-06. All such applications, however, had to be refused for the reason that the principal's time was more than occupied with her duties at the Normal School. The classes have nevertheless constantly experienced the encouraging stimulus of the principal's sympathetic and intelligent supervision.

IX.—Close Relation to the Normal School.

As a result of this supervision, and partly as a result of other causes mentioned in the first paragraph of this report, the Extension work in its administration has been much more closely related to the Normal School during the year 1905-06 than it has ever been before. It is not too much to say that, during this year, the Extension Department has found itself for the first time an integral part of the work of the Normal School, and has been recognized and treated as such. That this cannot result otherwise than in great benefit to the work of the Extension Department is evident. It is believed that it will also work to the benefit of the Normal School through the wide extension among the teachers of the city of the ideas and principles for which the Normal School stands, through the work of the Extension classes, closely organized and supervised by the Normal School itself.

X.—Promotional Credit Plan.

During the latter part of the year 1905-06, the Board of Education adopted a plan of promotional credits by which the work of the Normal Extension classes was recognized as being worthy of acceptance by the Board of Education for the promotion of teachers in the elementary schools, and, in the case of a few classes, for the promotion of teachers

in high schools. It is unnecessary to dwell upon the details of this plan, which may be found printed in the proceedings of the Board of Education, May 23, 1906. As a result of this plan, the Normal Extension classes will doubtless receive a great impetus. It can hardly result otherwise than in increasing the number of teachers who are taking advantage of the classes; and in increasing the interest—and, therefore, the punctuality and regular attendance—of many teachers who are now enrolled. It may be argued against this plan, that it offers a pecuniary incentive to teachers to undertake scholarly work. In answer to this, the Extension Department may point to the fact that for the last two years 2,300 to 2,500 teachers in the schools of Chicago have availed themselves of the opportunity for work in Extension classes, without any such incentive; and that there are a good many other teachers in the schools who have not availed themselves of the opportunities afforded in Extension classes and elsewhere. That people in the profession should not exhibit this indifference is axiomatic. If, therefore, the crediting of these classes for promotion in salary, and the pecuniary incentive offered thereby, is sufficient to release some of these teachers from their indifference, the effect of such a motive would seem to be good, rather than bad. As for the teachers who are already interested they will attend Extension classes, or similar classes, whether a pecuniary incentive is offered or not.

XL—Summer School.

In connection with this credit plan, it became apparent at the close of the school year that a summer session of the Extension classes would be desirable. This is a new departure for the Extension Department. It seems on the whole, however, to be a legitimate part of Extension work, as it offers an opportunity for those teachers to study who, for any reason whatever, do not care or are unable to do the Extension work during the school year. The existence of a summer session, however, creates a rather burdensome demand upon the time and strength of the members of the Normal School faculty, who, in addition to their regular work during the year, are asked to carry one or two, or more, Extension classes after school in the afternoons; and then during the summer vacation are asked to take charge of other classes in a summer session. This seems to be the weightiest objection to the idea of summer classes, that they do not give either instructors or students the opportunity which they need for diversion and recuperation. Continued effort at top speed is bound to affect injuriously, in a longer or shorter time, the health, spirit and efficiency of the best of the instructors or students. I would, therefore, suggest that, if possible, some instructors outside of the Normal School faculty be secured each year for a summer session, so that the same Normal School instructor will not be required to do summer school work for

any two consecutive summers; and that the same precautions be taken with regard to the admission of students, so that the same students shall not be allowed to attend the summer school for any two consecutive summers.

XII.—Innovations.

On the special features of Extension work mentioned in the first part of this report as being innovations during the past school year, I would like to comment briefly:

First, as to the division of the Study and Institute classes. The effect of this division, as nearly as I can judge, has been a great benefit to the Study classes. The hand-to-mouth spirit which characterized many of the classes in 1904-05 has almost entirely disappeared from the work of the Study classes. These classes have become earnest, industrious and systematic. In the majority of these classes I feel that the work done during the past year can justly be called equal to college work.

The effect on Institute classes has not been so desirable. They have become very popular, particularly in the subject of Drawing, in which subject these classes have been conducted by the special teachers. Students come to these classes largely with a disposition to secure something which they can take back into their class rooms and use the next day. As soon as they have got material ahead for a few lessons, they drop out; perhaps to return later when they need a little more assistance. This has broken up the continuity of the work, and has created a feeling among both the instructors and the students that the Institute classes do not amount to much. This I regret as unfortunate; because these demonstration classes, if they could be made continuous for a definite period, would be extremely valuable on the pedagogical side of the Extension work. The general feeling at the close of the year 1905-06 in regard to these classes seems to be that they are not a success, and that effort should be concentrated upon the Study classes next year. I am inclined to think that it would be well to follow this trend of opinion until such a time as we can organize Institute class work on a firmer basis.

Second, the matter of keeping the records of the work done in systematic Study classes has made it evident that in the clerical details of such things, instructors are inclined to be a little careless and neglectful. It has required a constant effort throughout the year to get some instructors to keep their records up to date, and get their records in on time. The matter of final reports and a general record of the work done has become a problem at the close of the year. This work, including as it does the analysis and registration of reports from sixty or seventy classes, averaging about twenty persons to the class,

entails a great deal of clerical labor. For the satisfactory performance of this work, it will be necessary during the summer and throughout the year for the Board of Education to employ regularly a stenographer and clerk in the office of the Extension Department. It may even be doubted whether one clerk will be sufficient to attend to all of the work during the first part of the school year, at which time the work of organization, and the correspondence incidental thereto, is very heavy.

Third, the attempt to locate Extension classes in definite and accessible centers has not been a success during the year 1905-06, for the reason, I believe, that the choice of these centers has been left largely in the hands of instructors and principals. It would seem that, if this plan of work is to be made successful, it will be necessary for the Extension department to select the schools in which these study centers are to be located, and to ask the principals of schools who desire Extension classes for their teachers to send their teachers to these centers.

XIII.—Other Problems.

1. Graded Classes.—Some progress has been made during the year in the matter of grading the work of Extension classes. This is a problem, the importance of which will grow with each year of the Extension work, as with the passing of time the number of teachers who are doing consecutive work will increase. The problem has been met most effectively so far in the departments of English, Geography, German and French.

2. Saturday Classes.—We have attempted during the year to hold Extension classes on Saturday mornings, believing that this would interest a good many teachers who did not feel that they could spend their afternoons in class work. As far as I can judge, the opinion seems to be about equally divided on the subject of Saturday classes between those teachers who regret that they have given up their Saturday mornings to the work when they need the time for other things, and those teachers who are delighted that they have an opportunity to do work in the morning on a day when they can give their undivided attention and unimpaired strength to the thing which they are interested in doing. In the face of such a division of opinion, the value of the Saturday classes cannot be passed upon definitely. It is my belief, however, that the Saturday classes are a good thing, and should be encouraged for those teachers who want to take advantage of them.

XIV.—New Subjects.

During the last school year we have introduced two new subjects into the curriculum of the Extension Department; namely, Penmanship and The Use of the Stereopticon. Both of these subjects were intro-

duced at the suggestion of the Superintendent and the Principal of the Normal School. The work in Penmanship was carried on in Institute classes, of which four were organized. This work seems to have been begun, however, too late in the year to insure its success. Only one of the four classes was at all successful in point of numbers and regularity of attendance. The great difficulty in conducting classes in this subject is to find instructors who combine the qualifications of being good penmen, understanding the principles of Penmanship, and having ability to teach people of mature minds.

The work in the subject of The Stereopticon and Its Use was begun in three classes. In trying to introduce this subject, the chief difficulties encountered were the unwillingness of principals and teachers to take up the subject as a matter of systematic study. They seemed to feel that all they needed to get from the Extension work on this subject was some acquaintance with the manipulation of the lantern. The courses as given, however, were planned to include not only this manipulation, but also a rather thorough study of the problems involved in the optics of the subject and in the handling and application of illuminants. To these were added discussions by the heads of departments in the Normal School on the application of the Stereopticon to the subjects of Geography, Art, History and Literature.

XV.—New Developments of Old Subjects.

Besides the introduction of new subjects of study there has been progress during the past year in some of the old established lines of work. In the department of Psychology, a course was started in Psychology of Handwork under the instruction of Dr. Hailmann, and a course in Applied Psychology for teachers of defective children under the instruction of Miss McCowen and Miss Bingham; also a course in the Psychology of Sub-Normal Children, and a course in the Psychology of Crippled Children, both by Dr. MacMillan. In the subject of Geography a course was offered in Commercial Geography considered from an economic and historical standpoint. In English, German and French, certain more advanced courses were offered than we have been able to give before, such as would require two or three years' consecutive preparation in the subject as a condition to admission. In Graphic Art a larger emphasis has been placed upon the Constructive and Applied Design, in an endeavor to relate the work of this department to the department of Manual Arts. In Manual Arts a larger emphasis has been placed on the subject of Mechanical and Constructive Drawing, in order to relate it more closely to the subject of Graphic Art. In this department, also, an effort has been made to enrich the course of study by the addition of courses in Bookbinding, Textiles, Clay Modeling, and Sloyd, to the former somewhat meagre

program of Heavy Woodwork and Construction in Cardboard and Paper. The object in adding the subjects mentioned has been chiefly to offer teachers something in the line of Manual Arts suited to the use of the lower grades. The question of introducing work in Leather and Metal has been considered, but the value of this work for the lower grades has not seemed so considerable as to warrant the attempt to introduce it. On the other hand, the subjects of Textiles and Clay Modeling seem eminently suited to the work of the upper primary grade. The work in Bookbinding and Sloyd (by which term is here understood the study of projects in thin wood) seems to offer great opportunities for elementary pupils who are not yet ready for shop work. In this connection, it may be mentioned that an attempt has been made this year to make the subject of Sewing more of a study in the Manual Arts, relating it to the work in Textiles and Weaving in such a way that teachers of elementary grades might find in the Sewing work problems suitable to almost every lower grade. In the subject of Physical Education, we have introduced an innovation by conducting a class in Applied Anatomy and Physiology, with the intention of giving students who are seriously interested in this subject some knowledge of the scientific basis of gymnastic work.

Most of the efforts briefly recapitulated in the foregoing statement have met with success, and teachers have seemed to welcome such opportunities. During the year we have also finished the special course for teachers of crippled children, which was begun in 1904-05. Out of twenty-three teachers who began this course January 1, 1905, four have completed the six courses required by the Board of Education, and about seven have completed all the courses except the one in Diagnosis of Defective Diseases. This latter course, while given under the direction of the Extension Department, was actually conducted at the Northwestern Medical School during the summer of 1905, in accordance with special authority of the Board. At that time only about half the teachers enrolled in the special course were able to take the work in that subject. It will be only fair to the remainder of the class if the Board shall arrange for another opportunity for them to finish this work at a time more convenient to themselves.

XVI.—Lack of Library Facilities.

One of the chief hindrances to satisfactory work in our Study classes has been, this year as last, the fact that reference libraries are so inaccessible to teachers. The Public Library, the Newberry Library and the Crerar Library are all located miles away from most of the people who want to use them. In my report last year I suggested that the Board of Education might co-operate in some way with the Public Library, so that branch reference libraries could be established

in different parts of the city in public school buildings. My idea of such co-operation would be that the Library Board would furnish the books and possibly an attendant, while the Board of Education might furnish a room and heat and light. It seems that such a co-operation would be in the interest of public education, and, therefore, justifiable under any reasonable interpretation of the school law. Such reference libraries located close to the people would of course benefit students and studious people in all parts of the city, but they would particularly benefit the teachers of the city, whether they are in Extension classes or not. Last year this recommendation was made to the Superintendent and submitted to the Board of District Superintendents, who approved it, but voted that it was impossible to do anything in the matter just then. I desire to renew the recommendation, however, and to suggest that I believe the Public Library Board to be ready and willing to undertake something of this kind; and also, I desire to call your attention to the fact that such branch libraries might be established in the public high school buildings of the city, or in other school buildings where there are night schools; thus the expense of heat and light would be reduced to a minimum. The chief expense to the Board of Education will be that of light. The expenditure for heat, if the reference rooms are located in schools where there are evening schools, would not be great, as the extra heat would be required only for about two months during the year. That such libraries would be a great benefit to the Extension classes is my excuse for repeating this suggestion and urging its further consideration.

XVII.—Suggestions.

1. Change Minimum Figures.—As to further suggestions for work next year, it seems that possibly it may be necessary to change the rule which establishes certain minimum figures in enrollment and attendance, below which if classes fall they are discontinued. It would seem that if a class is once started with the number of people required by the rule to begin the work, it ought to be allowed to continue for at least half a year without being discontinued; unless, of course, the attendance falls to such an absurdly low number that it would be obviously unwise to continue the work.

2. Institute Classes in Assembly Halls.—I would also suggest that when Institute classes shall be organized on a firm and intelligent basis, they should be conducted in the schools which have large halls in order to accommodate the large number of teachers who come to such classes. This suggestion is closely related to another, namely, that the time may come when the Extension Department may be able, financially and otherwise, to offer lecture courses without credit, and without trespass upon the field of work already so ably occupied by University Extension classes.

HIGH SCHOOLS.

The practice of having informal meetings of the principals and teachers with the Superintendent was continued during the year with considerable success. Four meetings were held, and the various groups discussed subjects which appeared timely.

A committee, consisting of three of the high school principals and a number of teachers of drawing in the high schools, met at regular intervals during the year, and made great progress towards agreement on a course of study in this subject. Samples of the work done in the high schools were sent by the various teachers to one of the rooms of the Board of Education and placed on exhibition, and the members of the committee met frequently at this place with all the drawing teachers in the high schools and discussed the work being done and the proposals for the new course of study. At the end of the year a report was drafted by the committee.

A committee of principals and teachers which had been working during several months of the previous year on a new course of study in English for the high schools completed its work during this year, and the report after long discussion was finally adopted. It is believed that the course will furnish a good working basis for the study of the subject of English in the high schools, with enough freedom of selection to allow for the preferences of different teachers and different pupils. In accordance with the usual practice, the college entrance readings were uniformly included.

At one of the regular meetings of the high school principals a committee from the Chicago Woman's Club was present to consult with the principals on a course of study in cooking for the high schools. The chairman of the principals' committee read an outline of work which had been prepared by this committee some time before. This was discussed briefly, and arrangements were made for a later meeting between the committee of principals and the committee from the Woman's Club. The most important point of agreement reached was that the educational requirements of candidates for certificates

as teachers of cooking and sewing in the high schools, should be as high as those for other high school teachers ; that is, that only university graduates, with two years' teaching experience, or teachers with six years' high school teaching experience, should be permitted to take the examination. This was agreed upon unanimously. At a later meeting the committee made a final report.

In addition to the section meetings devoted to the course of study in drawing, English, and domestic science, the various sections of high school teachers held numerous meetings and made considerable progress. One of the most important features was an attempt to reach some agreement on the requirements in laboratory sciences in the examination for admission to the Normal School. There was a general meeting of all the science teachers in the public high schools, to which the teachers and principals of the parochial high schools were invited, and at a later date the general subject was taken up by the different sections. A letter was sent to all the parochial high schools inviting the teachers to attend the section meetings in any of the high school subjects, and a list of the dates of meetings was sent to them. A number of the teachers accepted this invitation, and it is believed that these conferences were of great help in forwarding the proper preparation of candidates for admission to the Normal School, whether from the parochial or from the public high schools.

The general tendency in the direction of raising the standards for admission to the professions was seen during the year in a movement to secure stricter supervision over the admission of candidates to the professions under the state laws of Illinois. The state laws provide that, in default of graduation from a regular high school, candidates for admission to the bar or to the practice of medicine must pass an examination conducted by a high school principal in certain prescribed subjects. It was decided by the high school principals during the year that in all examinations of this character conducted by the principals of the Chicago high schools a record of the same, giving the time and place of the examination, the ques-

tions asked, and the markings made, should be filed with the Superintendent of Schools, and that all papers written by the candidates should be filed in the office of the Superintendent of Schools, excepting in cases where the law requires that these papers shall be filed with the State authorities.

As Arithmetic is now an optional half-year study in the fourth year of the high schools, a text-book was adopted during the year. A text-book was also adopted in Commercial Law. The high school principals also recommended the adoption of a separate text-book in Civics, apart from the text in United States History, and a new text-book in Political Economy. The principle of the "open list" in text-books was recognized in a recommendation of the principals that, in place of the present text-book in Ancient History, four text-books be offered for choice, and in Latin that some substitute for Caesar should be allowed in the form of a text-book specially prepared for second-year work, but not simply a text of Caesar. Two books were recommended for this purpose.

In the distribution of funds for the fiscal year 1906, it was again found impossible to set aside any sum for the purchase of books and equipment for any of the high school departments, excepting the laboratory sciences. The sum of \$5,100 was appropriated for the sciences, and the principals agreed that the next year the other departments should either share in this fund or be given a special appropriation.

It was the feeling of the high school principals that the subject of mid-year promotions was not being given sufficient attention in the elementary schools, so that the February classes in the high schools continued small, although the mid-year plan had been in operation for several years. It was agreed that the matter should be taken up with the principals of the elementary schools.

At the beginning of the year two new manual training high schools were established, one on the South Side and one on the North Side. The work at the Richard T. Crane Manual Training High School has been so popular that it has been impossible to accommodate there all the pupils who wish to

attend. The North and South Side schools were opened in temporary quarters, but an equipment equal to that in the Crane High School was put in, and the same course of study was used. It is expected that within a year or two these schools will be in permanent quarters.

It is further expected that in time, a year or two of manual training will be given in every public high school in the city, and a year or two of domestic science for the girls. The recent additions to high school buildings, as well as the new buildings, all have provisions for manual training and domestic science. The advantage of such a plan is obvious. Under such an arrangement a pupil can postpone until the close of his first year in high school the decision as to his course of study. After a year of high school manual training, as one of the subjects of his course, he will be in a better position to know whether a manual training high school or a regular high school will best suit his needs. If he decides on a manual training course, he can start in such a school at the beginning of his second year, and be on equal terms with those who entered a manual training high school on graduation from the elementary school.

REPORT OF THE SUPERINTENDENT.

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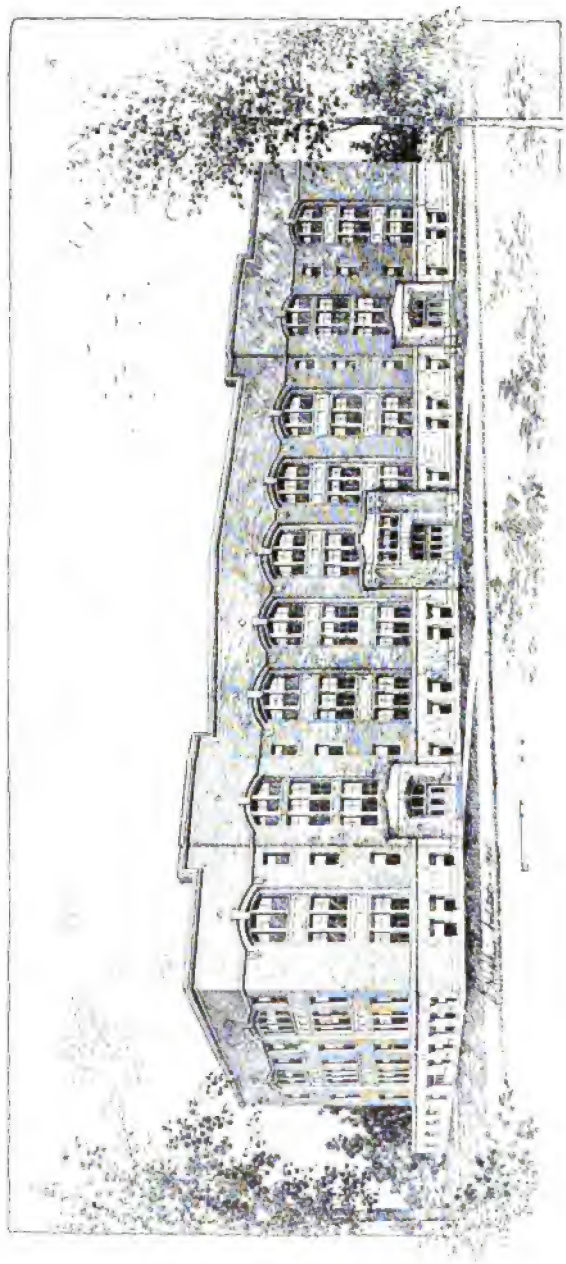
HIGH SCHOOLS. ATTENDANCE, ETC., DURING THE SCHOOL YEAR 1905-1906.

	Average Daily Membership.					Average Daily Attendance.					Per Cent of Attendance.				
	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	Total.	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	Total.	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	Total.
Austin	191.6	113.8	73.0	76.6	454.0	133.5	109.2	69.1	73.9	485.7	95.8	96.0	96.0	96.0	96.5 96.0
Calumet	144.8	86.2	59.8	39.1	329.9	137.8	81.2	55.9	30.2	306.1	95.3	94.2	95.3	94.1	94.8
Crane, R. T. Manual Training High	410.8	398.0	184.0	71.8	1,004.6	399.5	397.6	178.5	70.2	975.8	97.3	97.0	97.0	97.8	97.1
Curtis, Co. Wm.	130.8	94.7	16.5	.....	202.5	124.3	51.5	15.6	.....	191.8	95.0	94.1	94.5	.....	94.7
Englewood	435.1	286.1	170.2	105.6	1,019.5	413.9	270.6	132.7	101.3	970.8	96.1	94.9	95.6	95.3	95.3
Hyde Park	422.3	363.7	231.3	235.5	1,252.8	402.4	380.8	217.2	212.0	1,162.4	95.3	92.5	93.9	93.2	94.3
Jefferson	120.3	63.8	32.4	27.5	244.0	117.6	62.3	31.7	27.1	238.7	97.8	97.6	98.0	98.4	97.8
Lake View	160.4	73.4	34.5	30.3	298.6	155.2	70.4	33.6	39.5	288.6	96.8	96.0	97.1	97.3	96.7
Manual Training, (Hoynes School Bldg.)	681.0	813.8	221.4	109.9	1,376.1	601.4	300.3	212.9	106.8	1,221.3	95.3	95.6	96.1	97.3	95.7
Manual Training, (S. D. H. S. Bldg.)	83.7	.....	.....	.....	83.7	80.9	.....	.....	.....	80.9	96.7	.....	.....	.....	96.7
Marshall	97.1	175.7	101.3	.....	97.1	94.3	164.2	.....	.....	94.3	97.1	.....	.....	.....	97.1
McKinley, Wm.	339.4	286.0	139.8	36.8	703.2	319.0	223.6	92.6	80.1	655.9	94.0	93.5	91.4	92.3	93.3
Medill	457.9	443.8	74.7	60.0	944.3	437.3	223.6	131.4	109.1	901.3	95.5	94.7	94.0	98.6	95.5
Phillips, Wendell	275.2	142.8	807.0	122.3	563.7	280.9	135.1	70.6	57.8	524.4	94.8	94.6	94.6	96.3	94.9
South Chicago	728.3	481.8	307.0	122.3	1,639.3	683.8	451.5	286.2	118.1	1,539.6	94.0	93.7	93.2	96.6	93.9
Tuley, Murray F.	164.9	103.7	52.4	36.3	359.3	158.7	100.6	50.7	36.1	346.1	96.3	97.0	96.8	94.5	96.4
Waller, Robert A.	480.7	196.9	109.0	63.0	853.9	456.1	188.1	108.9	58.9	811.3	94.9	95.5	96.3	93.5	95.0
Waller, Robert A.	299.7	220.3	121.9	4.3	736.9	259.9	208.4	115.1	4.3	701.9	96.4	94.6	94.4	95.6	95.4
Waller, Robert A.	5,543.9	3,339.6	1,928.2	1,284.3	12,024.3	5,266.4	3,075.3	1,898.6	1,239.6	11,446.9	95.3	94.9	94.8	95.7	95.3
	28.3	27.0	95.4

* Post-graduates.

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STEPHEN K. HAYT SCHOOL.
Similar to the Key, Oglesby, Ole A. Thorp, Warren and Lloyd Schools.

HIGH SCHOOLS.

AGE AT DATE OF FIRST ENROLLMENT DURING THE YEAR

	Between 11 and 12 years of age.			Between 12 and 13 years of age.			Between 13 and 14 years of age.			Between 14 and 15 years of age.			Between 15 and 16 years of age.			Between 16 and 17 years of age.			Between 17 and 18 years of age.			Over 19 years of age.			Totals.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Austin	1	1	2	2	18	23	41	39	40	99	43	84	127	44	80	124	17	49	66	10	20	30	6	5	10	178	321	499	
Calumet	1	1	2	1	14	12	26	4	36	76	34	50	93	23	44	67	19	27	46	10	6	16	14	12	26	156	196	352	
Crane, R. T. Manual Training High.	9	9	18	98	211	309	519	211	339	550	239	389	628	238	388	626	139	229	368	47	107	154	16	10	26	1,097	1,557	2,654	
Curtis, Geo. Wm.	5	5	10	7	12	31	43	45	56	101	35	32	67	3	25	28	3	11	14	1	1	2	1	1	2	9	103	157	260
Englewood	10	15	25	46	73	110	121	180	311	196	309	415	67	183	266	35	74	109	19	21	40	1	1	2	9	405	766	1,171	
Hyde Park	6	11	17	36	50	86	87	115	202	177	104	321	128	211	329	105	152	257	51	80	131	92	35	57	568	842	1,410		
Jefferson	1	2	3	16	14	24	24	32	42	19	33	82	18	37	55	15	31	46	4	9	13	5	5	8	9	12	171	265	
Lake View	3	6	9	22	31	53	38	70	108	31	55	86	17	40	57	12	17	29	3	8	10	1	2	3	126	259	385		
Lake View Manual Training.	1	1	2	4	32	74	106	104	184	288	149	251	400	90	204	293	55	142	197	32	59	91	9	15	24	462	921	1,414	
Manual Training.	1	1	2	15	15	30	37	37	37	28	28	28	28	14	14	14	1	1	1	1	1	1	1	1	1	98	98	98	
(Hoyne School Bldg.)	4	4	8	12	46	58	104	46	58	104	45	57	102	16	16	16	7	7	7	2	2	2	2	2	2	132	132	132	
Manual Training.	4	4	8	12	46	58	104	46	58	104	45	57	102	16	16	16	7	7	7	2	2	2	2	2	2	132	132	132	
(S. D. H. S. Bldg.)	4	4	8	12	46	58	104	46	58	104	45	57	102	16	16	16	7	7	7	2	2	2	2	2	2	132	132	132	
Marshall	4	10	14	20	62	82	50	138	188	53	109	252	42	144	196	19	76	94	11	17	28	3	4	7	205	649	855		
McKinley, Wm.	1	14	15	25	78	101	76	171	247	87	208	295	57	152	209	49	92	142	30	38	68	9	12	21	324	764	1,088		
Medill	6	10	16	38	42	78	93	104	167	5	68	146	55	46	101	22	28	50	8	11	19	7	7	11	285	383	618		
Phillips	9	6	14	50	79	129	126	212	338	172	303	475	54	290	430	93	180	273	45	67	112	33	23	56	662	1,065	1,827		
South Chicago	1	3	4	6	10	19	20	41	76	117	39	53	92	22	35	57	12	25	37	9	10	19	2	7	9	147	249	396	
Tuley, Murray F.	9	19	28	49	62	111	78	203	281	86	175	261	70	138	208	27	56	83	12	25	37	4	8	12	35	649	1,017	1,666	
Waller, Robert A.	2	4	6	19	40	59	58	107	160	74	150	224	58	121	179	42	74	116	19	36	55	13	18	31	280	543	823		
Totals	27	31	58	324	989	1,312	1,307	1,731	2,038	1,827	2,116	3,043	3,116	1,743	2,589	2,721	1,041	1,713	3,021	408	710	1,118	144	287	431	5,671	7,998	13,669	

TOTAL ENROLLMENT IN THE HIGH SCHOOLS—TEN YEARS.

	First Year.			Second Year.			Third Year.			Fourth Year.			Total.		Per Cent of Boys.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	
1896-97	1,264	2,430	3,694	659	1,721	2,380	562	1,149	1,711	238	815	1,053	2,725	6,118	30.8
1897-98	1,533	2,616	4,149	855	1,689	2,547	457	1,187	1,644	291	984	1,275	2,139	6,470	32.6
1898-99	1,612	2,947	4,559	825	1,777	2,602	528	1,203	1,731	243	983	1,231	2,213	6,910	31.7
1899-1900	1,588	2,750	4,338	911	1,868	2,779	546	1,255	1,801	222	1,001	1,323	2,367	6,374	32.9
1900-01	1,765	2,721	4,486	979	1,817	2,796	624	1,293	1,917	339	1,024	1,363	2,708	6,357	36.1
1901-02	1,700	2,706	4,406	1,700	1,926	2,998	696	1,276	1,972	464	1,082	1,546	2,930	6,990	32.0
1902-03	1,841	2,805	4,646	1,074	1,796	2,870	598	1,062	1,660	405	963	1,368	2,218	6,628	37.2
1903-04	2,164	2,900	5,154	1,076	1,742	2,818	793	1,094	1,797	351	874	1,226	4,394	6,700	39.1
1904-05	2,619	3,378	5,997	1,273	1,848	3,121	720	1,108	1,918	485	874	1,869	6,097	7,298	41.1
1905-06	2,728	3,810	6,538	1,551	2,027	3,578	902	1,237	2,159	490	900	1,396	5,075	7,994	41.5

EVENING SCHOOLS.

Of the seventeen thousand pupils enrolled in the evening schools during the year, 8,596 were in foreign classes, 4,166 in the regular elementary work, 631 in sewing, 636 in cooking, 743 in manual training, 947 in physical culture, 965 in bookkeeping, 585 in stenography and typewriting, 593 in construction drawing, 187 in high school English, 13 in Latin, 61 in French, 48 in German, 28 in Spanish, 76 in high school algebra, 60 in physics, and 63 in chemistry. The average attendance for the year was 9,714, a decrease of about 300 from the previous year.

The increased steadiness in attendance of pupils at the evening schools has been commented upon in previous reports, and the gain this year is once more noteworthy. In 1902-03 the average attendance per evening was 43 per cent of the total enrollment; in 1903-04 it was 48 per cent; in 1904-05 it was 51 per cent, and in 1905-06 it was 56 per cent. These figures confirm the almost unanimous opinion of the principals that we are each year getting a more earnest and steady class of pupils in attendance at the evening schools. The good work of the schools is becoming more and more widely recognized, and in consequence the schools attract the best of the people from whom we draw our attendance. This does not mean that the pupils in the evening schools are being drawn from a different social stratum, but that the opportunities afforded in these schools for those who have not been able to complete their day school education, or who are totally without education, are being sought with more earnestness.

The average number of pupils per teacher per evening in the high schools was 18.1, as compared with 19.8 the previous year, and in the elementary schools 21.3, as compared with 21.9 in the previous year. The cost per pupil per evening was 16.3 cents, as compared with 15.1 cents the previous year.

At the close of the year an exhibit was made of the work done in the evening schools. An ample space in the Art Institute was placed at the disposal of the Board of Education, and samples of pupils' work were mounted and put on

view. The exhibit was visited by a large number of people, and it is thought that considerable advantage was gained by showing the general public something of the work of the schools, and by giving prospective pupils an idea of what they might hope to accomplish in the regular course of work.

The first public evening school in Chicago was organized fifty years ago this winter. An extract from the third annual report of the Superintendent of Public Schools (for the year 1856) may be of interest:

The experiment has been tried the present winter, of organizing a free Evening School for both sexes. It was opened in West Market Hall the first week in January [1856].

The charge of the school was voluntarily assumed by Mr. D. S. Wentworth, principal of School No. 3, assisted by Misses Kennicott, Reed, Bickford, M. E. Wadsworth, and H. Culver, and Messrs. Moore, Delano and Woodard, who are all teachers in the public schools, and by Messrs. Pearson, Culver, and Sheilling.

The use of the hall was furnished by the city, and the instruction has been gratuitous.

The school commenced with about sixty scholars, but the number soon increased to one hundred and fifty, and this has since been about the average attendance.

The pupils have been instructed in Reading, Writing, Spelling, Arithmetic, and the simpler forms of Accounts. Familiar lectures have also been given twice a week in Geography, and once a week in Physiology.

The whole number of different scholars has been 208.

Number of males under 20	95
Number of males over 20	62
Number of females under 15	38
Number of females over 15	13

Occupations—Shoemakers, 10; carpenters, 13; wagoners, 3; tailors, 3; blacksmiths, 3; painters, 4; printers, 2; clerks, 4; mattress makers, 3; stone cutters, 2; shingle makers, 2; baker, 1; wood turners, 2; furrier, 1; gun smith, 1; drayman, 1; cigar maker, 1; peddler, 1; masons, 5; milliners, 2; vest makers, 6; girls doing service, 10. Most of the others as common laborers.

Much inconvenience has been experienced from the want of a permanent room and a more systematic organization. Whenever the hall has been wanted for other purposes, the exercises of the school have

necessarily been suspended. Most of the teachers have large schools during the day, and do not always feel that they can devote three evenings a week to this object. Notwithstanding these disadvantages, the improvement of the pupils has been as marked as in any of the day schools of the city. About seventy-five of the whole number were unable to read or write the English language when they entered the school. Many of these are now able to read in the common reading books, and to write quite a legible hand.

It is the opinion of those who have watched the progress of this school most carefully, that it has fully demonstrated the practicability and importance of Evening Schools for a large class of young persons that are necessarily deprived of the advantages of the day schools.

Evening Schools are embraced in the educational system of most other cities, and special provision is made for their direction and support. The question is worthy of serious consideration by the citizens of Chicago, whether the wants of our own city do not require some permanent provision for the establishment of this class of schools.

CRANE M. T. SCHOOL.

ENGLEWOOD HIGH.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....			315	American.....			249
Albanian.....				Albanian.....			
Armenian.....				Armenian.....			
Austrian.....	8	2	10	Austrian.....	2		2
Belgian.....				Belgian.....			
Bohemian.....	21	18	39	Bohemian.....			
Canadian.....	15	18	33	Canadian.....	15	10	25
Chinese.....				Chinese.....			
Colored.....			5	Colored.....			
Croatian.....				Croatian.....			
Danish.....	21	3	24	Danish.....	2	1	3
Egyptian.....				Egyptian.....			
English.....	23	23	46	English.....	8	6	14
Finnish.....				Finnish.....			
French.....	9	3	12	French.....	1	1	2
German.....	61	43	104	German.....	28	31	59
Greek.....	19		19	Greek.....			
Hollandish.....	21		21	Hollandish.....	1	1	2
Hungarian.....	16		16	Hungarian.....			
Irish.....	28	27	55	Irish.....	13	20	33
Italian.....	26	2	28	Italian.....			
Japanese.....				Japanese.....			
Lithuanian.....				Lithuanian.....			
Manx.....				Manx.....			
Mexican.....	1		1	Mexican.....			
Norwegian.....	43	8	51	Norwegian.....		5	5
Polish.....	2	1	3	Polish.....			
Roumanian.....				Roumanian.....			
Russian.....	20	4	24	Russian.....			
Scotch.....	13	8	21	Scotch.....	7	9	16
Servian.....				Servian.....			
Spanish.....	1		1	Spanish.....			
Swedish.....	14	12	26	Swedish.....	33	32	65
Swiss.....				Swiss.....	2		2
Syrian.....	3	1	4	Syrian.....			
Welsh.....	3	1	4	Welsh.....	1	2	3
Bulgarian.....	1		1				
Totals..	689	174	863	Totals..	113	119	480

MEDILL HIGH.

PHILLIPS HIGH.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	.....	44	American.....	.....	6	257
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	.....	.....	.....	Armenian.....	.....	.....	.....
Austrian.....	1	6	7	Austrian.....	3	5	8
Belgian.....	1	.....	1	Belgian.....	1	.....	1
Bohemian.....	5	17	22	Bohemian.....	.....	3	3
Canadian.....	2	1	3	Canadian.....	3	1	4
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	8	8
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	.....	.....	.....	Danish.....	1	1	2
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	.....	2	2	English.....	10	13	23
Finnish.....	.....	.....	.....	Finnish.....	.....	.....	.....
French.....	1	.....	1	French.....	1	3	4
German.....	9	38	47	German.....	36	69	105
Greek.....	.....	.....	.....	Greek.....	.....	.....	.....
Hollandish....	3	1	4	Hollandish....	2	2	4
Hungarian....	3	4	7	Hungarian....	.....	.....	.....
Irish.....	3	11	14	Irish.....	14	33	47
Italian.....	.....	.....	.....	Italian.....	.....	2	2
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian....	.....	.....	.....	Lithuanian....	.....	.....	.....
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian....	.....	.....	.....	Norwegian....	1	1	2
Polish.....	1	.....	1	Polish.....	.....	1	1
Roumanian....	.....	1	1	Roumanian....	.....	.....	.....
Russian.....	27	30	57	Russian.....	4	4	8
Scotch.....	.....	.....	.....	Scotch.....	.....	3	3
Servian.....	.....	.....	.....	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	.....	1	1	Swedish.....	7	9	16
Swiss.....	.....	.....	.....	Swiss.....	.....	.....	.....
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	.....	.....	.....
Totals.....	56	112	212	Totals.....	83	164	498

PULLMAN HIGH.

SO. CHICAGO HIGH.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	.....	24	American.....	.....	.....	59
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	.....	.....	.....	Armenian.....	.....	.....	.....
Austrian.....	.....	3	3	Austrian.....	1	.....	1
Belgian.....	.....	1	1	Belgian.....	.....	.....	.....
Bohemian.....	.....	.....	.....	Bohemian.....	.....	.....	.....
Canadian.....	2	3	5	Canadian.....	1	.....	1
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	.....	.....
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	.....	1	1	Danish.....	.....	2	2
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	1	3	4	English.....	1	5	6
Finnish.....	.....	1	1	Finnish.....	.....	.....	.....
French.....	1	.....	1	French.....	.....	.....	.....
German.....	5	12	17	German.....	6	19	25
Greek.....	1	.....	1	Greek.....	.....	.....	.....
Hollandish.....	5	2	7	Hollandish.....	.....	.....	.....
Hungarian.....	1	1	2	Hungarian.....	.....	.....	.....
Irish.....	.....	4	4	Irish.....	3	6	9
Italian.....	.....	.....	.....	Italian.....	.....	.....	.....
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian.....	.....	.....	.....	Lithuanian.....	.....	.....	.....
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian.....	1	3	4	Norwegian.....	.....	.....	.....
Polish.....	.....	2	2	Polish.....	8	2	10
Roumanian.....	.....	.....	.....	Roumanian.....	.....	.....	.....
Russian.....	.....	.....	.....	Russian.....	.....	.....	.....
Scotch.....	.....	1	1	Scotch.....	.....	.....	.....
Servian.....	.....	.....	.....	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	.....	10	10	Swedish.....	5	8	13
Swiss.....	.....	.....	.....	Swiss.....	.....	.....	.....
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	.....	1	1
Totals.....	17	47	88	Totals.....	25	43	127

SO. DIVISION M. T. HIGH.

MURRAY F. TULEY HIGH.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	.....	78	American.....	.....	.....	18
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	.....	.....	.....	Armenian.....	.....	.....	.....
Austrian.....	.....	.....	.....	Austrian.....	12	5	17
Belgian.....	.....	.....	.....	Belgian.....	2	.....	2
Bohemian.....	1	2	3	Bohemian.....	5	.....	5
Canadian.....	.....	.....	.....	Canadian.....	.....	.....	.....
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	.....	2
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	.....	.....	.....	Danish.....	55	6	61
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	1	.....	1	English.....	3	4	7
Finnish.....	.....	1	1	Finnish.....	.....	.....	.....
French.....	.....	.....	.....	French.....	3	.....	3
German.....	5	32	37	German.....	68	41	109
Greek.....	.....	.....	.....	Greek.....	.....	.....	.....
Hollandish.....	.....	.....	.....	Hollandish.....	2	1	3
Hungarian.....	.....	.....	.....	Hungarian.....	40	1	41
Irish.....	5	13	18	Irish.....	1	4	5
Italian.....	.....	1	1	Italian.....	4	.....	4
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian.....	.....	.....	.....	Lithuanian.....	.....	.....	.....
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian.....	1	.....	1	Norwegian.....	136	8	144
Polish.....	.....	.....	.....	Polish.....	8	1	9
Roumanian.....	.....	.....	.....	Roumanian.....	.....	.....	.....
Russian.....	1	.....	1	Russian.....	85	1	86
Scotch.....	.....	.....	.....	Scotch.....	.....	2	2
Servian.....	.....	.....	.....	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	4	4	8	Swedish.....	53	7	60
Swiss.....	.....	2	2	Swiss.....	.....	1	1
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	.....	.....	.....
Totals.....	18	55	151	Totals.....	477	82	579

WALLER HIGH.

BURLEY.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	.....	108	American.....	58	45	103
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	.....	.....	.....	Armenian.....	.....	.....	.....
Austrian.....	1	3	4	Austrian.....	3	3	6
Belgian.....	.....	.....	.....	Belgian.....	8	.....	8
Bohemian.....	.....	.....	.....	Bohemian.....	7	.....	7
Canadian.....	.....	.....	.....	Canadian.....	1	.....	1
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	.....	.....
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	.....	.....	.....	Danish.....	8	4	12
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	4	5	9	English.....	5	5	10
Finnish.....	.....	.....	.....	Finnish.....	.....	.....	.....
French.....	.....	.....	.....	French.....	.....	.....	.....
German.....	49	83	132	German.....	99	29	128
Greek.....	.....	.....	.....	Greek.....	3	.....	3
Hollandish.....	.....	.....	.....	Hollandish.....	2	.....	2
Hungarian.....	.....	1	1	Hungarian.....	.....	.....	.....
Irish.....	2	11	13	Irish.....	4	10	14
Italian.....	1	2	3	Italian.....	1	.....	1
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian.....	.....	.....	.....	Lithuanian.....	.....	.....	.....
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian.....	2	.....	2	Norwegian.....	6	3	9
Polish.....	.....	1	1	Polish.....	1	.....	1
Roumanian.....	.....	.....	.....	Roumanian.....	.....	.....	.....
Russian.....	3	.....	3	Russian.....	1	.....	1
Scotch.....	.....	.....	.....	Scotch.....	.....	.....	.....
Servian.....	.....	.....	.....	Servian.....	2	1	3
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	11	11	22	Swedish.....	161	17	178
Swiss.....	.....	.....	.....	Swiss.....	.....	.....	.....
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	.....	.....	.....
Totals.....	73	117	298	Totals.....	376	117	493

BURR.

CHASE.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American ..	.....	.....	12	American .....	.....	9	20
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	.....	.....	.....	Armenian.....	.....	.....	.....
Austrian.....	2	1	3	Austrian.....	6	.....	6
Belgian.....	.....	.....	.....	Belgian.....	1	.....	1
Bohemian.....	.....	.....	.....	Bohemian.....	1	.....	1
Canadian.....	.....	.....	.....	Canadian.....	.....	.....	.....
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	1	1	Colored.....	.....	.....	.....
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	4	3	7	Danish.....	22	4	26
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	1	4	5	English.....	.....	3	3
Finnish.....	.....	.....	.....	Finnish.....	.....	.....	.....
French.....	1	.....	1	French.....	3	1	4
German.....	87	93	180	German.....	40	49	89
Greek.....	.....	.....	.....	Greek.....	.....	.....	.....
Hollandish.....	.....	.....	.....	Hollandish.....	2	.....	2
Hungarian....	1	.....	1	Hungarian....	3	.....	3
Irish.....	3	23	26	Irish.....	.....	6	6
Italian.....	1	1	2	Italian.....	1	.....	1
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian....	10	.....	10	Lithuanian....	.....	.....	.....
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian....	2	6	8	Norwegian....	63	7	70
Polish.....	164	143	307	Polish.....	1	2	3
Roumanian....	.....	.....	.....	Roumanian....	.....	.....	.....
Russian.....	54	10	64	Russian.....	6	1	7
Scotch.....	.....	1	1	Scotch.....	1	.....	1
Servian.....	.....	.....	.....	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	3	8	11	Swedish.....	46	6	52
Swiss.....	.....	3	3	Swiss.....	1	.....	1
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	.....	.....	.....
Totals.....	333	297	642	Totals.....	197	88	296

DANTE.

ENGLEWOOD ELEMENTARY.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....				American.....			210
Albanian.....				Albanian.....		1	1
Armenian.....				Armenian.....			
Austrian.....				Austrian.....	5		5
Belgian.....				Belgian.....	1		1
Bohemian.....	1	1	2	Bohemian.....	1	1	2
Canadian.....				Canadian.....	4		4
Chinese.....				Chinese.....			
Colored.....				Colored.....		15	15
Croatian.....				Croatian.....			
Danish.....				Danish.....	18	2	20
Egyptian.....				Egyptian.....			
English.....				English.....	9	8	17
Finnish.....				Finnish.....			
French.....	1		1	French.....	4	3	7
German.....	2	4	6	German.....	45	48	93
Greek.....	29		29	Greek.....	30		30
Hollandish.....				Hollandish.....	18	2	20
Hungarian.....				Hungarian.....	2		2
Irish.....	1	1	2	Irish.....	10	17	27
Italian.....	497	18	515	Italian.....	2		2
Japanese.....				Japanese.....			
Lithuanian.....				Lithuanian.....	2		2
Manx.....				Manx.....		2	2
Mexican.....				Mexican.....			
Norwegian.....				Norwegian.....	12	1	13
Polish.....	1	1	2	Polish.....			
Roumanian.....				Roumanian.....			
Russian.....	4		4	Russian.....	8		8
Scotch.....		1	1	Scotch.....	3	9	12
Servian.....				Servian.....			
Spanish.....	2		2	Spanish.....			
Swedish.....				Swedish.....	228	6	234
Swiss.....				Swiss.....	3		3
Syrian.....	3		3	Syrian.....			
Welsh.....				Welsh.....		1	1
Totals.....	541	26	567	Totals.....	405	116	731

FALLON.

FOSTER.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	.....	61	American.....	5	34	39
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	1	.....	1	Armenian.....	.....	.....	.....
Austrian.....	1	.....	1	Austrian.....	8	1	9
Belgian.....	.....	.....	.....	Belgian.....	.....	.....	.....
Bohemian.....	2	.....	2	Bohemian.....	22	8	30
Canadian.....	.....	.....	.....	Canadian.....	.....	.....	.....
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	.....	.....
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	1	.....	1	Danish.....	.....	.....	.....
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	.....	2	2	English.....	.....	.....	.....
Finnish.....	.....	.....	.....	Finnish.....	1	.....	1
French.....	.....	.....	.....	French.....	.....	.....	.....
German.....	8	10	18	German.....	8	14	22
Greek.....	10	.....	10	Greek.....	19	.....	19
Hollandish.....	.....	.....	.....	Hollandish.....	.....	.....	.....
Hungarian.....	2	.....	2	Hungarian.....	8	.....	8
Irish.....	5	66	71	Irish.....	.....	2	2
Italian.....	2	.....	2	Italian.....	14	.....	14
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian.....	1	.....	1	Lithuanian.....	4	.....	4
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian.....	2	.....	2	Norwegian.....	.....	.....	.....
Polish.....	1	.....	1	Polish.....	9	.....	9
Roumanian.....	.....	.....	.....	Roumanian.....	4	.....	4
Russian.....	1	.....	1	Russian.....	461	63	524
Scotch.....	.....	.....	.....	Scotch.....	.....	.....	.....
Servian.....	.....	.....	.....	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	2	1	3	Swedish.....	.....	.....	.....
Swiss.....	.....	.....	.....	Swiss.....	.....	.....	.....
Turkish.....	2	.....	2	Syrian.....	.....	.....	.....
Persian.....	1	.....	1	Welsh.....	.....	.....	.....
Totals.....	42	79	121	Totals.....	563	122	685

FRANKLIN.

FROEBEL.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....			61	American.....			19
Albanian.....	1	1	2	Albanian.....			
Armenian.....	1		1	Armenian.....			
Austrian.....	20	2	22	Austrian.....	18		18
Belgian.....	3		3	Belgian.....			
Bohemian.....				Bohemian.....	49	26	75
Canadian.....	2	2	4	Canadian.....			
Chinese.....				Chinese.....			
Colored.....		6	6	Colored.....			
Croatian.....				Croatian.....			
Danish.....	9		9	Danish.....	1		1
Egyptian.....	2		2	Egyptian.....			
English.....	1	3	4	English.....			
Finnish.....	36		36	Finnish.....	1		1
French.....		2	2	French.....			
German.....	137	103	240	German.....	64	70	134
Greek.....	7		7	Greek.....	2		2
Hollandish.....	2		2	Hollandish.....			
Hungarian.....	22	1	23	Hungarian.....			
Irish.....	15	27	42	Irish.....	2	9	11
Italian.....	154	14	168	Italian.....	11		11
Japanese.....	2		2	Japanese.....			
Lithuanian.....				Lithuanian.....	26		26
Manx.....				Manx.....			
Mexican.....				Mexican.....			
Norwegian.....	14	1	15	Norwegian.....	2		2
Polish.....	3		3	Polish.....	76	17	93
Roumanian.....	4		4	Roumanian.....			
Russian.....	18		18	Russian.....	4		4
Scotch.....	2	1	3	Scotch.....			
Servian.....				Servian.....			
Spanish.....	10		10	Spanish.....			
Swedish.....	255	34	289	Swedish.....	37	1	38
Swiss.....	3	2	5	Swiss.....			
Brazilian.....	1		1	Syrian.....			
Persian.....	5		5	Welsh.....			
Turkish.....	1		1				
Totals.....	730	199	990	Totals.....	294	123	436

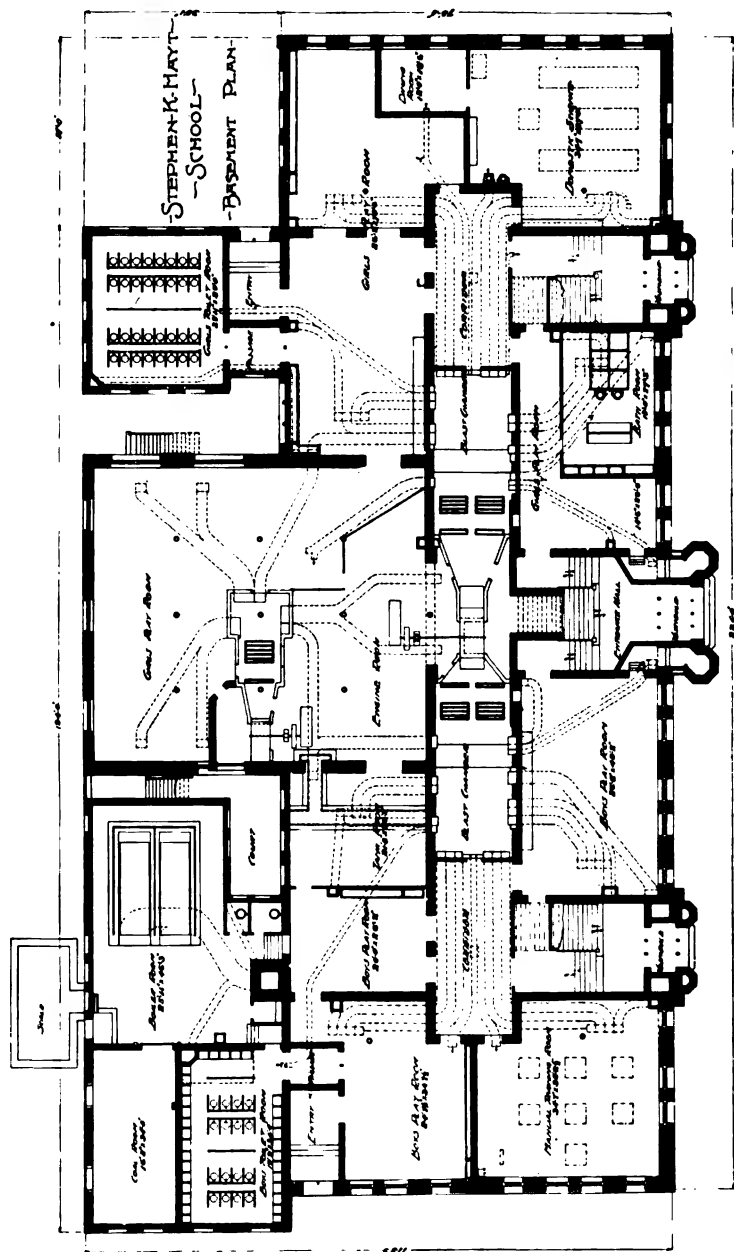
GARFIELD.

HAMLINE.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....		13	13	American.....			22
Albanian.....				Albanian.....			
Armenian.....	2		2	Armenian.....		4	4
Austrian.....	11		11	Austrian.....	16		16
Belgian.....	1		1	Belgian.....			
Bohemian.....	15		15	Bohemian.....	61	31	92
Canadian.....				Canadian.....	1		1
Chinese.....				Chinese.....			
Colored.....				Colored.....			
Croatian.....				Croatian.....			
Danish.....				Danish.....		1	1
Egyptian.....				Egyptian.....			
English.....	2	1	3	English.....	5	4	9
Finnish.....				Finnish.....			
French.....	1		1	French.....	2	3	5
German.....	22	9	31	German.....	64	80	144
Greek.....	8		8	Greek.....	4		4
Hollandish.....				Hollandish.....	6		6
Hungarian.....	5		5	Hungarian.....	4	2	6
Irish.....	2	13	15	Irish.....	7	38	45
Italian.....	2		2	Italian.....	6	1	7
Japanese.....				Japanese.....			
Lithuanian.....	49		49	Lithuanian.....	9	2	11
Manx.....				Manx.....			
Mexican.....				Mexican.....			
Norwegian.....				Norwegian.....	2		2
Polish.....	15	8	23	Polish.....	107	38	145
Roumanian.....	14		14	Roumanian.....			
Russian.....	447	24	471	Russian.....	13	2	15
Scotch.....				Scotch.....		1	1
Servian.....				Servian.....			
Spanish.....				Spanish.....			
Swedish.....				Swedish.....	2	1	3
Swiss.....				Swiss.....		3	3
Syrian.....				Syrian.....	1		1
Welsh.....				Welsh.....			
Totals.....	596	68	664	Totals.....	310	211	543

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.



STEPHEN K. HAYT SCHOOL—BASEMENT PLAN.

Similar to the Key, Oglesby, Ole A. Thorp, Warren and Lloyd Schools.

HAMMOND.

HARRISON.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	21	60	81	American.....	.....	.....	72
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	.....	.....	.....	Armenian.....	.....	.....	.....
Austrian.....	.....	.....	.....	Austrian.....	18	.....	18
Belgian.....	.....	.....	.....	Belgian.....	3	.....	3
Bohemian.....	168	20	188	Bohemian.....	2	1	3
Canadian.....	.....	.....	.....	Canadian.....	.....	1	1
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	.....	18
Croatian.....	.....	.....	.....	Croatian.....	8	.....	8
Danish.....	.....	.....	.....	Danish.....	1	1	2
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	.....	.....	.....	English.....	1	.....	1
Finnish.....	.....	.....	.....	Finnish.....	.....	.....	.....
French.....	2	.....	2	French.....	2	.....	2
German.....	20	8	28	German.....	44	16	60
Greek.....	.....	.....	.....	Greek.....	4	.....	4
Hollandish.....	2	.....	2	Hollandish.....	.....	.....	.....
Hungarian.....	9	1	10	Hungarian.....	4	.....	4
Irish.....	5	.....	5	Irish.....	1	5	6
Italian.....	.....	.....	.....	Italian.....	73	7	80
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian.....	.....	.....	.....	Lithuanian.....	.....	.....	.....
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian.....	7	.....	7	Norwegian.....	.....	.....	.....
Polish.....	15	4	19	Polish.....	2	.....	2
Roumanian.....	.....	.....	.....	Roumanian.....	.....	.....	.....
Russian.....	.....	.....	.....	Russian.....	4	.....	4
Scotch.....	.....	.....	.....	Scotch.....	1	.....	1
Servian.....	.....	.....	.....	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	34	.....	34	Swedish.....	11	.....	11
Swiss.....	.....	.....	.....	Swiss.....	5	.....	5
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	.....	.....	.....
Totals.....	283	93	376	Totals.....	184	31	305

JIRKA.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	27	10	37	Irish.....			
Albanian.....				Italian.....	2		2
Armenian.....	1		1	Japanese.....			
Austrian.....	4	1	5	Lithuanian....	4	1	5
Belgian.....				Manx.....			
Bohemian.....	318	83	401	Mexican.....			
Canadian.....				Norwegian....	1		1
Chinese.....				Polish.....	37	8	45
Colored.....				Roumanian....	3	1	4
Croatian.....				Russian.....	17	5	22
Danish.....				Scotch.....			
Egyptian.....				Servian.....			
English.....				Spanish.....			
Finnish.....				Swedish.....			
French.....				Swiss.....			
German.....	11	2	13	Syrian.....			
Greek.....	7		7	Welsh.....			
Hollandish....							
Hungarian....	5		5	Totals.....	437	111	548

JONES.

McALLISTER.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	.....	.....	American.....	.....	.....	50
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	1	.....	1	Armenian.....	.....	.....	.....
Austrian.....	3	.....	3	Austrian.....	5	.....	5
Belgian.....	2	.....	2	Belgian.....	2	.....	2
Bohemian.....	5	.....	5	Bohemian.....	12	7	19
Canadian.....	4	.....	4	Canadian.....	5	.....	5
Chinese.....	11	.....	11	Chinese.....	.....	.....	.....
Colored.....	10	5	15	Colored.....	.....	.....	.....
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	2	.....	2	Danish.....	2	.....	2
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	1	1	2	English.....	.....	.....	.....
Finnish.....	1	.....	1	Finnish.....	2	.....	2
French.....	3	.....	3	French.....	3	.....	3
German.....	20	3	23	German.....	44	74	118
Greek.....	18	.....	18	Greek.....	4	.....	4
Hollandish.....	.....	.....	.....	Hollandish.....	2	.....	2
Hungarian.....	.....	.....	.....	Hungarian.....	.....	.....	.....
Irish.....	2	5	7	Irish.....	4	113	117
Italian.....	268	7	275	Italian.....	.....	.....	.....
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian.....	1	.....	1	Lithuanian.....	16	.....	16
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	1	.....	1	Mexican.....	.....	.....	.....
Norwegian.....	2	5	7	Norwegian.....	2	.....	2
Polish.....	3	3	6	Polish.....	50	35	85
Roumanian.....	.....	.....	.....	Roumanian.....	.....	.....	.....
Russian.....	2	4	6	Russian.....	46	.....	46
Scotch.....	1	.....	1	Scotch.....	3	.....	3
Servian.....	.....	.....	.....	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	5	5	10	Swedish.....	4	2	6
Swiss.....	2	.....	2	Swiss.....	.....	.....	.....
Syrian.....	8	3	11	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	.....	.....	.....
Totals.....	376	41	417	Totals.....	206	231	487

MEDILL ELEMENTARY.

PHILLIPS ELEMENTARY.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....			23	American.....			130
Albanian.....				Albanian.....			
Armenian.....				Armenian.....			
Austrian.....	20	2	22	Austrian.....			
Belgian.....	5		5	Belgian.....	1		1
Bohemian.....	14	7	21	Bohemian.....	6	4	10
Canadian.....	1	5	6	Canadian.....	3		3
Chinese.....				Chinese.....			
Colored.....				Colored.....		50	50
Croatian.....				Croatian.....	1		1
Danish.....				Danish.....	28	2	30
Egyptian.....				Egyptian.....			
English.....	2	1	3	English.....	11	5	16
Finnish.....				Finnish.....			
French.....	3	2	5	French.....	4	4	8
German.....	39	57	96	German.....	94	32	126
Greek.....	7		7	Greek.....	7		7
Hollandish....	18	3	21	Hollandish....	4	1	5
Hungarian....	5	1	6	Hungarian....	2		2
Irish.....	1	23	24	Irish.....	15	25	40
Italian.....	1	1	2	Italian.....	4		4
Japanese.....				Japanese.....	2		2
Lithuanian....				Lithuanian....	3		3
Manx.....				Manx.....			
Mexican.....				Mexican.....			
Norwegian....				Norwegian....	4		4
Polish.....	8	1	9	Polish.....	1	1	2
Roumanian....	7		7	Roumanian....			
Russian.....	180	7	187	Russian.....	17	1	18
Scotch.....				Scotch.....	3	2	5
Servian.....				Servian.....			
Spanish.....				Spanish.....	1	1	2
Swedish.....		1	1	Swedish.....	38	12	50
Swiss.....				Swiss.....	2		2
Syrian.....				Syrian.....			
Welsh.....				Welsh.....			
Turkish.....	1		1	South African..	1		1
Totals.....	312	111	446	Totals.....	252	140	522

PULLMAN.

SCAMMON.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	.....	12	American.....	.....	.....	102
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	.....	.....	.....	Armenian.....	6	.....	6
Austrian.....	10	.....	10	Austrian.....	10	.....	10
Belgian.....	1	.....	1	Belgian.....	.....	.....	.....
Bohemian.....	1	2	3	Bohemian.....	2	.....	2
Canadian.....	4	2	6	Canadian.....	12	1	13
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	1	1
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	.....	3	3	Danish.....	7	1	8
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	.....	4	4	English.....	9	8	17
Finnish.....	1	.....	1	Finnish.....	1	.....	1
French.....	2	.....	2	French.....	2	2	4
German.....	45	19	64	German.....	51	27	78
Greek.....	2	18	20	Greek.....	103	.....	103
Hollandish.....	26	2	28	Hollandish.....	.....	1	1
Hungarian.....	6	12	18	Hungarian.....	12	.....	12
Irish.....	6	5	11	Irish.....	9	23	32
Italian.....	20	.....	20	Italian.....	33	2	35
Japanese.....	1	.....	1	Japanese.....	.....	.....	.....
Lithuanian.....	8	1	9	Lithuanian.....	1	.....	1
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	1	.....	1
Norwegian.....	8	2	10	Norwegian.....	7	.....	7
Polish.....	27	7	34	Polish.....	9	3	12
Roumanian.....	.....	.....	.....	Roumanian.....	1	.....	1
Russian.....	4	.....	4	Russian.....	20	2	22
Scotch.....	7	.....	7	Scotch.....	2	3	5
Servian.....	.....	.....	.....	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	1	.....	1
Swedish.....	59	28	87	Swedish.....	7	1	8
Swiss.....	2	1	3	Swiss.....	2	.....	2
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	1	.....	1
				Macedonian.....	1	.....	1
				Bulgarian.....	1	.....	1
Totals.....	234	106	352	Totals.....	311	75	488

SO. CHICAGO ELEMENTARY. SO. DIV. ELEMENTARY.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....			65	American.....			112
Albanian.....				Albanian.....			
Armenian.....				Armenian.....			
Austrian.....	16	2	18	Austrian.....	7		7
Belgian.....				Belgian.....	1		1
Bohemian.....	9		9	Bohemian.....	5		5
Canadian.....				Canadian.....	1		1
Chinese.....				Chinese.....			
Colored.....				Colored.....			
Croatian.....				Croatian.....			
Danish.....				Danish.....	1		1
Egyptian.....				Egyptian.....			
English.....				English.....	2	2	4
Finnish.....				Finnish.....			
French.....				French.....	1	1	2
German.....	22		22	German.....	38	4	42
Greek.....	2		2	Greek.....	10		10
Hollandish.....		1	1	Hollandish.....	1		1
Hungarian.....	8		8	Hungarian.....	2		2
Irish.....		3	3	Irish.....	8	4	12
Italian.....	6	1	7	Italian.....	1		1
Japanese.....	1		1	Japanese.....			
Lithuanian.....	2		2	Lithuanian.....			
Manx.....				Manx.....			
Mexican.....				Mexican.....			
Norwegian.....	5	3	8	Norwegian.....	1	1	2
Polish.....	23		23	Polish.....	2		2
Roumanian.....				Roumanian.....			
Russian.....	11	1	12	Russian.....	23	1	24
Scotch.....				Scotch.....			
Servian.....	2		2	Servian.....			
Spanish.....				Spanish.....	5		5
Swedish.....	40	5	45	Swedish.....	47	3	50
Swiss.....				Swiss.....	1		1
Syrian.....				Syrian.....			
Welsh.....				Welsh.....			
Totals.....	147	16	328	Totals.....	157	16	285

THOMAS.

TULEY ELEMENTARY.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	52	52	American.....	.....	.....	69
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	.....	.....	.....	Armenian.....	.....	.....	.....
Austrian.....	1	.....	1	Austrian.....	2	2	4
Belgian.....	18	.....	18	Belgian.....	.....	.....	.....
Bohemian.....	2	2	4	Bohemian.....	2	2	4
Canadian.....	.....	.....	.....	Canadian.....	1	.....	1
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	.....	.....
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	2	.....	2	Danish.....	7	13	20
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	2	4	6	English.....	4	2	6
Finnish.....	.....	.....	.....	Finnish.....	.....	.....	.....
French.....	.....	.....	.....	French.....	1	1	2
German.....	68	74	142	German.....	37	69	106
Greek.....	11	.....	11	Greek.....	.....	.....	.....
Hollandish.....	1	.....	1	Hollandish.....	.....	1	1
Hungarian.....	6	.....	6	Hungarian.....	4	4	8
Irish.....	.....	2	2	Irish.....	.....	8	8
Italian.....	4	.....	4	Italian.....	.....	.....	.....
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian.....	1	.....	1	Lithuanian.....	.....	.....	.....
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian.....	.....	.....	.....	Norwegian.....	14	30	44
Polish.....	22	13	35	Polish.....	.....	4	4
Roumanian.....	.....	.....	.....	Roumanian.....	.....	.....	.....
Russian.....	1	.....	1	Russian.....	10	8	18
Scotch.....	.....	2	2	Scotch.....	2	2	4
Servian.....	12	.....	12	Servian.....	.....	.....	.....
Spanish.....	.....	.....	.....	Spanish.....	.....	.....	.....
Swedish.....	.....	.....	.....	Swedish.....	11	10	21
Swiss.....	.....	.....	.....	Swiss.....	.....	.....	.....
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	1	.....	1
Totals.....	151	149	300	Totals.....	96	156	321

WALLER ELEMENTARY.

WALSH.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....			23	American.....			38
Albanian.....		1	1	Albanian.....			
Armenian.....				Armenian.....			
Austrian.....	7		7	Austrian.....	2	1	3
Belgian.....				Belgian.....			
Bohemian.....	5		5	Bohemian.....	66	35	101
Canadian.....				Canadian.....			
Chinese.....				Chinese.....			
Colored.....				Colored.....			
Croatian.....	1		1	Croatian.....	8		8
Danish.....	2		2	Danish.....			
Egyptian.....				Egyptian.....			
English.....	2	7	9	English.....			
Finnish.....				Finnish.....			
French.....		2	2	French.....			
German.....	163	91	254	German.....	22	40	62
Greek.....	2		2	Greek.....	7		7
Hollandish.....	1		1	Hollandish.....			
Hungarian.....	20		20	Hungarian.....			
Irish.....	4	7	11	Irish.....		3	3
Italian.....		1	1	Italian.....	3		3
Japanese.....				Japanese.....			
Lithuanian.....				Lithuanian.....	26	1	27
Manx.....				Manx.....			
Mexican.....				Mexican.....			
Norwegian.....	2	2	4	Norwegian.....			
Polish.....	1		1	Polish.....	11	2	13
Roumanian.....	1		1	Roumanian.....			
Russian.....	9	1	10	Russian.....	1		1
Scotch.....	1	2	3	Scotch.....			
Servian.....				Servian.....			
Spanish.....				Spanish.....			
Swedish.....	32	3	35	Swedish.....	2		2
Swiss.....	3	1	4	Swiss.....			
Syrian.....				Syrian.....			
Welsh.....				Welsh.....			
Persian.....	1		1				
Totals.....	257	118	398	Totals.....	148	82	268

WASHINGTON.

WELLS.

NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.	NATIONALITY.	Foreign Born. Both Parents Foreign Born.	Native Born. Both Parents Foreign Born.	Total.
American.....	.....	.....	63	American.....	29	93	122
Albanian.....	.....	.....	.....	Albanian.....	.....	.....	.....
Armenian.....	5	.....	5	Armenian.....	.....	.....	.....
Austrian.....	6	4	10	Austrian.....	33	4	36
Belgian.....	.....	1	1	Belgian.....	1	.....	1
Bohemian.....	4	3	7	Bohemian.....	102	2	104
Canadian.....	.....	.....	.....	Canadian.....	1	.....	1
Chinese.....	.....	.....	.....	Chinese.....	.....	.....	.....
Colored.....	.....	.....	.....	Colored.....	.....	.....	.....
Croatian.....	.....	.....	.....	Croatian.....	.....	.....	.....
Danish.....	13	4	17	Danish.....	5	4	9
Egyptian.....	.....	.....	.....	Egyptian.....	.....	.....	.....
English.....	2	7	9	English.....	2	2	4
Finnish.....	.....	.....	.....	Finnish.....	.....	.....	.....
French.....	2	1	3	French.....	4	.....	4
German.....	99	46	145	German.....	104	34	138
Greek.....	68	.....	68	Greek.....	.....	.....	.....
Hollandish.....	.....	.....	.....	Hollandish.....	3	.....	3
Hungarian.....	26	1	27	Hungarian.....	23	2	25
Irish.....	4	11	15	Irish.....	.....	3	3
Italian.....	201	29	230	Italian.....	.....	.....	.....
Japanese.....	.....	.....	.....	Japanese.....	.....	.....	.....
Lithuanian.....	.....	.....	.....	Lithuanian.....	1	1	2
Manx.....	.....	.....	.....	Manx.....	.....	.....	.....
Mexican.....	.....	.....	.....	Mexican.....	.....	.....	.....
Norwegian.....	256	42	298	Norwegian.....	.....	.....	.....
Polish.....	140	45	185	Polish.....	136	10	146
Roumanian.....	.....	.....	.....	Roumanian.....	1	.....	1
Russian.....	30	1	31	Russian.....	90	7	97
Scotch.....	1	3	4	Scotch.....	1	.....	1
Servian.....	1	.....	1	Servian.....	.....	.....	.....
Spanish.....	27	21	48	Spanish.....	.....	.....	.....
Swedish.....	.....	.....	.....	Swedish.....	2	.....	2
Swiss.....	.....	.....	.....	Swiss.....	4	.....	4
Syrian.....	.....	.....	.....	Syrian.....	.....	.....	.....
Welsh.....	.....	.....	.....	Welsh.....	.....	.....	.....
Turkish.....	1	.....	1	.....	.....	.....	.....
Totals.....	886	219	1168	Totals.....	541	162	703

CHOICE OF WORK.

*** NUMBER OF PUPILS ENROLLED IN THE VARIOUS CLASSES.**

• NUMBER OF PUPILS ENROLLED IN THE VARIOUS CLASSES:

[illegible]

* In case of classes which meet not more than three times a week, number belonging is given instead of enrollment.

CHOICE OF WORK.

• NUMBER OF PUPILS ENROLLED IN THE VARIOUS CLASSES.

SCHOOLS.	English. (High Schl.)		Latin.		French.		German.		Spanish.		Algebra. (High Schl.)		Physica.		Chemistry.		Less No. Counted Twice	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.
Crane High	16	8	..	..	9	26	34	8	11	19	..	..	20	2	28	..	..	..
Englewood High	25	4	29	..	..	..	..	..	..	..	10	6	..	..	18	1	19	..
Medill High	23	36	69	7	6	13	5	92	27	11	18	39	..	..	25	4	29	..
Phillips High	28	7	35	7	42	..
Pullman High
South Chicago High
South Div. M. T. High	13	8	16	..	..	..	..	..	..	..	13	3	16	..	..	..	..	..
Tuley High
Waller High
Burley Elementary
Burr Elementary
Chase Elementary
Dante Elementary
Englewood Elementary
Fallon Elementary
Forster Elementary
Franklin Elementary
Froebel Elementary
Garfield Elementary
Hamline Elementary
Hammond Elementary
Harrison Elementary
Irka Elementary
Jones Elementary
McAlister Elementary
McCallister Elementary
Phillips Elementary
Pullman Elementary
Scammon Elementary
South Chicago Elementary
South Division Elementary
Thomas Elementary
Tuley Elementary	30	4	34	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Waller Elementary	7	8	15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Washington Elementary
Wells Elementary
Totals	124	63	187	7	6	13	14	47	61	19	29	48	20	8	28	58	2	63
Less number counted twice.
Total enrollment
Less enrollment
Total enrollment

* In case of classes which meet not more than three times a week, number belonging is given instead of enrollment.

AMOUNT EXPENDED FOR MAINTENANCE OF EVENING SCHOOLS

For Teachers.	For Janitors and Engineers.	For Fuel, Light and Incidentals.	Total Expenditures	COST PER PUPIL.		Cost per Pupil per Evening.
				On Total Enrollm't	On Average Attendance	
\$92,015.87	\$11,280.80	\$14,254.20	\$118,750.97	\$6.89	\$17.37	\$0.16.8

DURATION OF ATTENDANCE OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	FOR 16 WEEKS AND LESS THAN 20 WEEKS.			FOR 12 WEEKS AND LESS THAN 16 WEEKS.			FOR 8 WEEKS AND LESS THAN 12 WEEKS.			FOR 4 WEEKS AND LESS THAN 8 WEEKS.			LESS THAN 4 WEEKS.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Crane M. T. High.....	50	14	64	63	28	91	84	15	99	114	9	119	77	13	90
Englewood High.....	19	5	24	55	21	76	54	37	91	67	67	134	36	87	122
Medill High.....	28	10	38	41	13	54	41	1	42	34	23	57	6	5	11
Phillips High.....	38	26	66	37	32	69	94	59	153	99	66	165	31	14	45
Pullman High.....	4	2	6	9	4	13	23	5	28	30	3	33	8	1	9
South Chicago High.....	7	5	12	27	9	36	17	9	26	28	4	47	24	2	26
South Division M. T. High.....	12	5	17	23	11	34	23	10	33	32	11	43	8	6	14
Tuley High.....	23	21	44	61	14	75	67	16	83	77	19	96	17	6	23
Waller High.....	56	32	88	22	15	37	37	15	53	74	24	98	13	9	22
Burley School.....	102	38	135	75	26	103	97	89	186	60	17	67	39	13	52
Rurr.....	80	36	126	90	47	137	108	38	146	134	46	180	36	18	54
Chase.....	29	6	35	44	12	56	71	16	67	77	18	95	20	3	23
Crane Elementary.....	57	14	71	64	34	118	54	25	79	78	33	101	27	4	31
Dante.....	41	3	44	70	6	76	114	12	126	101	6	197	119	3	122
Englewood Elementary.....	87	44	131	98	85	183	118	59	168	146	47	193	83	23	106
Fallon.....	63	40	103	119	55	174	104	48	152	141	47	188	96	28	94
Foster.....	106	26	136	162	48	210	101	57	248	932	60	992	103	13	106
Franklin.....	54	1	55	160	19	179	179	19	191	101	37	138	79	13	92
Garfield.....	12	7	19	53	52	105	14	55	900	128	34	155	21	13	34
Hamline.....	56	8	64	53	16	69	43	152	168	93	53	162	91	32	123
Harrison.....	27	10	37	37	6	43	59	18	67	96	49	145	22	4	26
Liria.....	21	11	32	101	21	172	115	46	164	174	10	124	20	12	38
Monroe.....	43	17	60	62	16	78	137	10	107	104	14	116	10	.....	10
McAlister.....	51	25	76	53	23	76	80	41	121	66	89	153	36	23	59
Medill Elementary.....	30	22	52	59	31	90	85	25	110	111	84	145	34	15	49
Phillips Elementary.....	50	24	74	60	28	88	67	38	105	126	51	177	69	19	78
Pullman.....	21	15	36	53	7	60	56	10	66	146	17	163	28	8	36
Scammon.....	38	14	52	78	26	104	98	26	124	135	35	170	21	7	28
South Chicago Elementary.....	17	6	23	35	15	50	47	18	65	80	19	49	36	5	41
South Division M. T. Elementary.....	39	8	47	24	14	38	32	18	50	70	37	107	31	12	43
Thomas.....	16	4	20	63	16	79	56	26	78	56	26	82	25	16	41
Tuley Elementary.....	49	17	66	65	20	85	133	80	163	176	59	235	23	7	30
Waller Elementary.....	32	12	44	57	25	82	76	31	107	76	38	114	44	7	51
Walsh.....	15	5	20	44	8	52	63	29	92	45	38	83	12	9	21
Washington.....	174	46	220	149	26	177	231	63	269	233	83	306	64	52	116
Wells.....	71	16	87	104	25	129	129	36	166	172	41	213	39	26	108
	1,732	594	2,310	2,469	893	3,382	3,145	1,054	4,299	3,858	1,316	5,174	1,461	570	2,081

REPORT OF THE SUPERINTENDENT.

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AGE OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	BETWEEN 12 AND 15 YEARS.			BETWEEN 15 AND 16 YEARS.			BETWEEN 16 AND 21 YEARS.			BETWEEN 25 AND 30 YEARS.			OVER 30 YEARS.		
	Total.		Male.	Total.		Male.	Total.		Male.	Total.		Male.	Total.		Male.
	Female.	Male.		Female.	Male.		Female.	Male.		Female.	Male.		Female.	Male.	
Crane M. T. High.....	16	27	156	18	174	94	17	111	56	71	43	14	57	23	23
Englewood High.....	16	2	84	28	107	73	36	108	27	75	28	75	98	18	58
Medill High.....	19	5	88	33	121	31	11	42	9	4	13	3	10	2	3
Phillips High.....	24	2	26	116	64	180	70	46	42	36	78	21	19	40	36
Pullman High.....	3	2	6	51	15	4	22	5	2	4	4	1	4	1	58
South Chicago High.....	17	6	23	44	7	51	25	11	32	5	4	9	6	1	1
South Div. M. T. High.....	19	1	10	40	14	60	33	8	31	15	9	24	6	7	13
Tuley High.....	18	9	27	116	37	153	64	21	85	34	6	7	13	0	4
Waller High.....	7	10	17	109	41	150	49	26	75	21	4	15	5	1	8
Burley Elementary.....	34	16	49	100	32	132	77	97	57	25	51	16	67	44	59
Burr Elementary.....	54	43	97	181	82	243	95	33	128	60	13	78	9	37	20
Chase Elementary.....	21	3	24	84	11	95	45	9	54	35	11	46	7	42	40
Crane Elementary.....	26	5	31	74	25	99	48	23	70	81	34	115	7	32	7
Dante Elementary.....	29	13	42	141	15	156	140	5	143	115	0	115	1	70	25
Englewood Elementary.....	20	13	33	117	51	182	108	50	157	130	68	162	40	100	14
Fallon Elementary.....	9	18	27	30	20	62	84	9	83	248	17	159	73	1	1
Franklin Elementary.....	48	6	57	172	60	232	157	41	198	201	40	247	137	39	178
Franklin Elementary.....	41	20	67	186	51	237	158	13	171	81	9	90	54	2	24
Garfield Elementary.....	3	5	125	81	262	184	45	179	140	12	152	68	74	48	3
Hamline Elementary.....	33	14	47	86	107	193	78	26	104	74	19	93	37	16	53
Hammond Elementary.....	29	27	79	35	114	46	28	74	47	11	58	44	8	52	40
Harmon Elementary.....	17	0	23	81	22	103	47	13	60	42	6	48	23	4	27
Harris Elementary.....	23	12	37	24	16	40	12	17	59	157	41	188	112	24	38
Harris Elementary.....	5	1	6	112	13	125	182	16	178	36	2	38	47	3	50
McCallister Elementary.....	25	35	60	88	87	176	53	54	107	58	19	77	4	4	2
Medill Elementary.....	42	18	60	117	63	180	54	25	79	58	12	70	29	7	36
Phillips Elementary.....	54	9	63	115	34	149	64	31	95	53	42	95	31	22	45
Pullman Elementary.....	7	14	21	49	20	69	33	11	64	90	4	94	67	1	68
Scammon Elementary.....	19	11	30	84	52	136	105	12	117	86	10	96	59	11	70
South Chicago Elementary.....	16	81	47	23	14	37	22	4	26	48	6	54	40	7	47
South Div. M. T. Elementary.....	19	8	17	35	10	45	36	6	42	58	20	78	28	21	49
Thomas Elementary.....	24	27	61	59	25	84	42	5	47	36	4	40	27	4	31
Tuley Elementary.....	25	7	32	102	35	137	102	47	149	107	30	137	61	13	73
Waller Elementary.....	24	5	29	66	37	103	42	22	64	52	16	68	60	18	78
Walsh Elementary.....	29	22	51	62	43	105	38	9	37	25	12	37	23	2	25
Washington Elementary.....	57	90	147	216	101	317	218	46	264	208	21	229	129	13	142
Wells Elementary.....	54	34	88	164	59	223	166	37	183	111	31	132	84	6	90
	598	533	1,481	3,560	1,531	5,111	2,782	1,051	3,833	2,334	1,074	3,908	1,712	444	2,156
													1,119	3,843	1,455

APPRENTICE SCHOOLS.

The following report on the work of the Thomas Hoyne and South Division Apprentice Schools for the term ending March 30, 1906, was submitted by Mr. William J. Bogan, the principal:

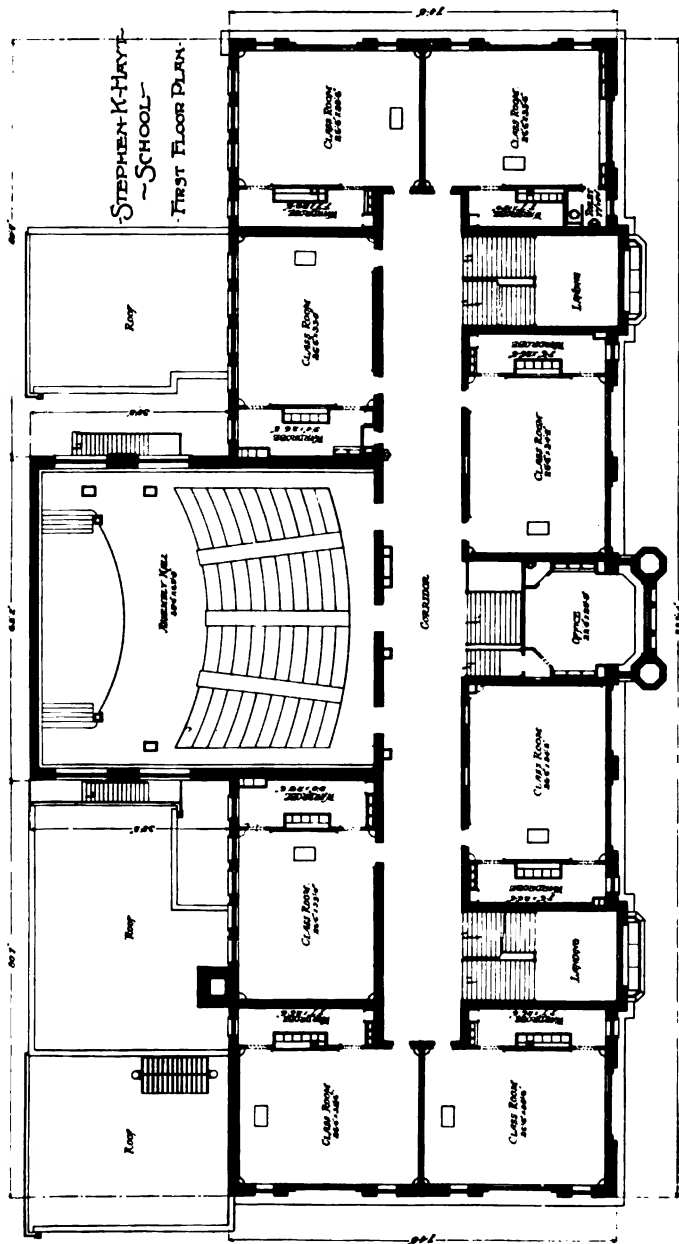
The schools opened on January 8 with an enrollment of 215, and at the close of the term the records showed a total enrollment of 271. This, I believe, was about 25 per cent greater than the total enrollment for 1905. The average daily membership for the term was 228; the per cent of attendance for the term was 90; and the average age of the pupils was 19 years.

Before the opening of the schools, members of the Joint Arbitration Board of Carpenters and Employers, and leading officials of the Masons' Union, assured us that we might expect an enrollment of 400 apprentices, but, owing to various causes, that number was never reached. Strange as it may seem, several pupils who entered late in the term said that neither they nor their employers had ever heard of the apprentice schools before, and I have no reason to doubt them. Several times I have talked with employers and officials of the Unions on this subject and they said that some of the apprentices were attending the Y. M. C. A. School; but it is my opinion that this number is very small and that many apprentices and employers are evading the law which requires employers to send their apprentices to school for three months each year. The Unions, I believe, have rules for penalizing apprentices who do not attend school regularly, but I do not know how strictly they are enforced. If one can judge from the number who never attend school, the enforcement of these rules is very lax.

The apprentices ranged in mental capacity from third grade to twelfth, but, owing to the lack of teachers, we were forced to class them roughly as sixth, seventh, and eighth grade pupils. Many of the pupils are Scandinavians, Bohemians and Germans. About twenty-five of these foreigners were unable to speak English when they entered. Most of the boys came to school with a determination to improve their minds, but many of them were there merely to put in time, and they were very frank in saying that they could see no good in learning reading, writing, arithmetic, history, and mechanical drawing for the building trades. Owing to the fact that the attendance was compulsory it was inevitable that we should have many pupils who seemed to have no ambition to improve their condition. Some of the boys, for instance, proved to their own satisfaction that they were wasting time learning mechanical drawing, because their employers, who were very rich, knew nothing whatever about making or reading plans. These concrete illustrations of 'success' achieved without edu-

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.



STEPHEN K. HAYT SCHOOL—FIRST FLOOR PLAN.
Similar to the Key, Oglesby, Ole A. Thorp, Warren and Lloyd Schools.

cation had a very great influence on the more ignorant of the boys, and a long course of training will be needed to overcome the force of these examples.

The problem of discipline in the apprentice schools is not a very serious one, although at the beginning a number of pupils seemed to think their chief mission in life was to cause trouble for their teachers. After the boys learned that rough conduct would not be tolerated, the work of the schools moved smoothly. The stealing of drawing instruments gave us much trouble, for it was very difficult to watch the boys closely enough to prevent it, and they did not seem bright enough to prevent it themselves. Unfortunately, their standard of morality is too often very low, and, according to their code, the stealing of tools does not seem a very serious offense. Unless drastic remedies are applied, this trouble will continue to grow worse. The Unions have a system of punishment for apprentices who get into trouble in the schools, but these punishments, I believe, are rarely visited on the boys until the end of their four-year term and hence the system is not very effective.

I believe firmly in the necessity for these apprentice schools, and I think there is a great chance for improving them; therefore I make the following suggestions in the hope that their adoption will greatly increase the efficiency of the schools in the future.

1. Provide individual lockers in which apprentices may keep their clothing, tools and books.
2. Provide suitable drawing tables in which drawing instruments and boards may be locked.
3. Admit no pupil who has not a complete set of books and other necessary material.
4. Provide a primary teacher to teach English to the foreigners.
5. Provide mechanical drawing teachers with expert knowledge of building operations. If this cannot be done, select drawing teachers as soon as possible and let them study building operations so that when the schools open next year they will be fairly well equipped for this work. In the past, builders and architects have given lectures on matters relating to the erection of buildings, but the lecture method will never prove successful with apprentices. Instruction must be given by regular teachers.
6. Allow boys in first and second years of their apprenticeship to take special forms of manual training. Many of these apprentices are forced by their employers to carry lumber, run errands, care for horse, etc., and as a result they learn very little of their trade during the first years of their apprenticeship. A good teacher of manual training should be able to give these boys many things that would be very useful in after years.

7. Allow boys who have finished the eighth grade to spend four hours a day in mechanical drawing; allow boys who have finished tenth grade to spend six hours a day in mechanical drawing.

8. Suspend from school any boy who does not use his time to good advantage.

9. At the opening of the schools notify employers, union officials, and apprentices that all questions of discipline in the school must be settled by the principal, acting under the superintendent of schools. If any boy should be unjustly treated by the teachers or principal he can easily get redress from the superintendent.

10. Finally, I suggest that the superintendent of schools confer with employers, expert workmen, and the principal of the apprentice schools for the purpose of outlining a tentative course of study that will include many of the technical features of the trades. Up to the present the course has consisted of mechanical drawing in addition to the ordinary subjects of sixth, seventh, and eighth grades. I believe it would be well to take the enclosed outline for carpenters and masons for the basis of this course, for although many modifications will be necessary most of the work outlined is very practical for apprentices.

SUGGESTIONS ON A CONSTRUCTION COURSE FOR AN APPRENTICE SCHOOL.

CARPENTERS.

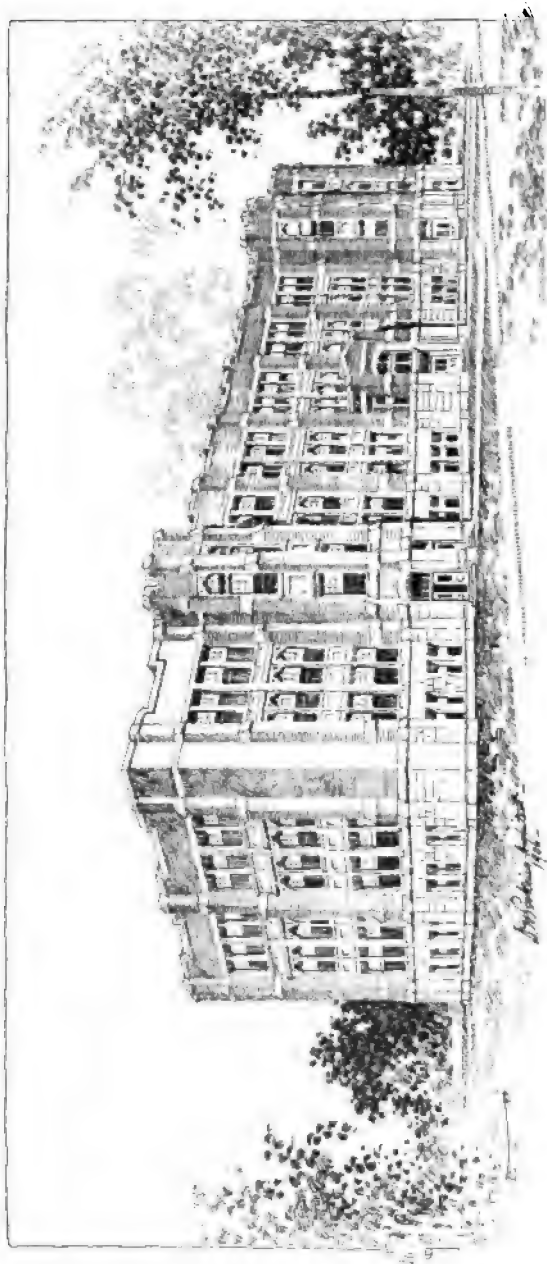
1. Make in wood-shop model cottages, barns or other frame buildings to a scale, showing foundation beams, framing doors and sides, partitions, roof constructions, sheathing, lathing and shingling, window frames, bay windows, doors inside and out.
2. Make working drawings, write out the specifications, and compute the cost of labor and material used in No. 1.
3. Study and construct in detail for both brick and frame building, window frames, outside door frames, porches, dormers.
4. Practice on inside finishing work, casings, wainscoting, mop boards, paneling, grounds, corner beads, mouldings, beams, columns.

MASONS.

1. Study different types of foundations on firm soils and on compressible soils.
Make drawings and scale models of foundations used under light and under heavy buildings. Footings, center of pressure, piles, grillage, concrete, masonry wells, caissons, off-sets, inverted arches, retaining walls, vault walls, door and window spaces.

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.



BERNHARD MOOS SCHOOL.
Similar to the Kosciuszko and Pullman Schools.

2. Laboratory work on:
 - Lime—Characteristics, slaking and mixing.
 - Sands used for masonry—Compositions.
 - White and colored mortars.
 - Hydraulic Limes.
 - Kinds of Cement—Analysis, testing, strength.
 - Cement Mortars.
 - Effect of heat and cold upon fresh and set mortars.
 - Concrete—Use in modern foundations and constructions, mixing, proportions, testing strength of different mixtures.
3. Study common types of building stones as to use, strength, durability, composition, etc.

BRICKLAYERS.

1. Working drawings, blue prints, perspectives, and scale models of dwellings, and large buildings, which are representative of the typical styles of brickwork.
 - American Bond.
 - English Bond.
 - Flemish Bond.
 - Brick Veneering Construction.
 - Architectural Terra Cotta.
2. In the class room, give practice in writing out specifications and contracts, and compute the cost of material and labor as used in No. 1.
3. Laboratory work:
 - Bricks—Composition, manufacture, glazed and enameled, paving, fire brick, colored press brick.
 - Lime, Cement, Mortar, Sand.
 - Thickness of mortar joints—Effect of cold and heat.
 - Wetting Brick, Efflorescence.
 - Damp Proofing.
 - Crushing strength of brickwork.

DEPARTMENTS OF MANUAL TRAINING AND HOUSEHOLD ARTS.

The departments have grown during the last year. There has been a larger number of children in the seventh and eighth grades, partly on account of the Child Labor Law, and partly as the result of the development of the city. A greater number of children are receiving instruction in both manual training and household arts than ever before. There is still

need of an increase in the number of centers in each of these departments. This increase should not stop until every elementary and high school is equipped with a shop for manual training and a kitchen for cooking.

The elementary schools of the city are giving a larger place to construction work in the grades below the seventh than ever before. The Normal Extension Department is furnishing preparation for this work to a large number of teachers. The teachers newly assigned coming from the Normal School, who have had the benefit of instruction and practice there, are better prepared to carry it on than ever before.

Through the generosity of Mr. R. T. Crane, seven experimental centers for lower grade construction work have been established. The Tilden, Cooper, Adams, Foster, Holden, Thorp, and Yale Practice Schools have been supplied with shops, materials, and special teachers of this subject. These schools are visited by a large number of teachers of the city and other towns, and will in a short time enable us to decide upon the proper material and kind of work for such construction work.

Appended to this report will be found letters from the principals of these schools, giving some account of the materials used and the course of instruction offered. It is believed that these will be of great interest to all friends of the public schools.

Below is found a condensed statistical report of the condition of the departments of Manual Training and Household Arts:

Number of Manual Training Centers.....	129
Number of Teachers.....	36
Number of Pupils enrolled.....	14,375
Average daily membership.....	14,328
Average daily attendance.....	14,249
Number of Cooking Centers.....	29
Number of teachers—Cooking and Sewing.....	35
Average number of pupils enrolled—Cooking and Sewing.....	14,785

MANUAL TRAINING.

Total cost of maintenance.....	\$52,727.65
Cost per pupil on daily membership.....	3.68
Cost of tools and material (included in total above).....	9,951.15
Cost of tools and material per pupil (included in above)....	.69

HOUSEHOLD ARTS.

Total cost of maintenance.....	\$39,690.18
Cost per pupil on average membership.....	2.68
Cost of tools and material, cooking only (included in total above)	4,047.49

A little over a year ago Mr. R. T. Crane, who had already done so much toward encouraging Manual Training and Construction Work in the schools of Chicago, set aside a fund to be used in furnishing teachers and equipments in special manual training work in five schools of Chicago—the Thorp, Foster, Adams, Holden, and Tilden. It is believed that a statement from the principals of these schools, showing the work that has been done by them during the year, will be of great interest to the community generally.

From Ida M. Pahlman, principal of the J. N. Thorp School:

The Special Crane Manual Training work was begun in this school in January, 1906.

This work has been given regularly to all pupils from the first grade through the sixth. Nearly 800 pupils have received instruction. There have been thirty-four classes per week, lesson periods varying from one-half hour to one and one-half hours.

The general outline of the work accomplished last year by grades was as follows:

GRADE I.

190 pupils. 1 hr. per week.

WEAVING:

Napkin rings, picture frames, pocket books and hand satchels (raffa). Simple designing on canvas. Teapot and table mats. Doll's clothes.

Materials used: Open mesh canvas; Germantown yarn, raffia.

CARDBOARD CONSTRUCTION:

Portfolios for daily school work. Nature book for specimens and paintings.

GRADE II.

124 pupils. Time 1 hr. per week.

WEAVING:

Small rugs—more difficult work than in first grade. Designing for rug making. Canvas samplers for practice in learning stitches.

CARDBOARD CONSTRUCTION:

Drawings and pattern making, and comparison of American and Eskimo sleds. Pilgrim hats.

Materials used: Todd loom, carpet warp and yarn, canvas and cardboard.

Plan: Materials discussed, designed, developed, then carried out.

GRADE III.

143 pupils, two hours.

Whole room one hour per week.

Rugs—advanced kind. Designing and weaving.

DARNING:

Stockings and mittens.

CROCHETING:

Wash cloths (for learning stitches and use). Bed-room slippers.

Materials: Germantown and other yarn; chenille and warp.

Boys—one hour per week, while girls were sewing with one of our grade teachers.

CARDBOARD CONSTRUCTION:

Design made and pattern drawing developed for seed boxes, cases. Cardboard looms for first grade pupils. Simple notebooks.

GRADE IV.

87 pupils; two hours.

Entire rooms, 1 hour per week each.

Gingham chair head rests. Raffia baskets.

CROCHETING:

Wash cloths and bed-room slippers (by request).

Boys alone, 1 hour per week per room.

CARDBOARD CONSTRUCTION:

Handkerchief boxes, necktie boxes, pencil boxes, bill holders, broom holders.

Girls sewing with grade teacher.

GRADE V.

97 pupils; 1½ hrs. per week.

Boys only, as girls are taught cooking and sewing by our grade teachers.

Raffia baskets on rope foundation.

CARDBOARD CONSTRUCTION:

Fancy boxes, covers for kodak picture books, portfolios and note-books for written school work.

Compasses used and considerable construction drawing done, such as inscribed hexagons, etc., etc.

GRADE VI.

94 pupils; two hours.

CARDBOARD CONSTRUCTION:

Portfolios and note-books for school written work.

BOOKBINDING:

More difficult work than in lower grades, including backs and corners.

LEATHER WORK:

Desk blotting pads with tooled leather corners.

BENT IRON WORK:

Plant and bowl stands.

STENCIL WORK:

Applied design. Pupils look through Manual Training magazine; Arts and Crafts; International Studio, etc., for units of design—made and applied designs on pillow covers and portiers.

Materials used: Iron, leather, monk's cloth, bookbinding materials.

We regret the absence of wood-work from the above plan of work submitted, and think that considerable of Miss Hart's time could be profitably devoted to simple wood-work with pupils of third, fourth, fifth and sixth grades—that busy muscularly active period so ill provided for in our ordinary school curriculum, and in which so much trouble in "discipline" exists.

Last year, when we had the good fortune to be made a Crane Center, our first request was that this school be fitted up with a shop—that our large available room on the first floor be equipped as a complete manual training shop, with twelve two-pupil manual training benches, and full set of tools, similar to those at the Normal and latest equipped Manual Training school. This, for reasons not fully known to me, was not done, but, as it was and still is our first desire and request, we hope it will be done this year.

The time has come when, in the elementary schools, the original broad principles and early fundamentals of what is now being taught in Continental Trade schools, such as simple carpentry, brick-laying, plumbing, etc., must receive attention and at least some trial.

Our work was at times handicapped and we were unable to carry out our plans fully last year because of not always getting the supplies we wanted and needed, so we adapted our plans to what means we had. Personally I should like to receive an itemized monthly account of all supplies furnished and other expenses of this center, so as to know exactly where we stand financially and be able to plan our work accordingly. Of last year's expenses, I know nothing.

The Art side of our work, including design, free and applied, we feel is weak, as it is elsewhere in general, but Miss Hart is now doing special study in designing and construction work with Miss Church, reputed to be the best available teacher in the city. The teachers of Drawing in this school co-operate cheerfully, so we hope for better things in this manufacturing district.

In planning her work, Miss Hart, the Crane Special teacher, consults the other departmental teachers in this school and arranges to have the Manual Training work express and assist the other studies taught as much as possible.

In conducting her work, Miss Hart has endeavored to carry out Mr. Crane's personal wish, to extend inspiration and enthusiasm for the manual arts, and every week meets and consults the other teachers and works with them with their classes.

We have done no work in Pottery, feeling that what has been done elsewhere is merely a repetition of Teco and Grueby ware, of little artistic value and a multiplication of more things to be taken care of in the house.

We desire to do much more work in wood and textile-work, tooling leather, and some metal work if our allowance permits.

The Crane Manual Training work has been of the utmost benefit to our pupils and this district, and we wish to express our deep appreciation of Mr. Crane's generosity, and all arrangements made in your office by which we have been enabled to have this special work.

From Mary B. Catelain, principal of the Foster School:

FIRST GRADE.

(a) Paper and cardboard course, introducing the ruler marked with half-inch spaces only. Course teaches folding, measuring, cutting and pasting. Spelling, drawing, language and number work to be given in connection with each lesson.

(b) Weaving rugs, hammocks, bags, etc.

Tools: Ruler, scissors, cardboard and wooden looms, needle.

Materials: Paper, cardboard, paste, chenille, carpet warp, carpet yarn, Germantown yarn.

Six hundred and seventy-nine (679) pupils in first grade.

SECOND GRADE.

(a) Cardboard, using ruler marked with quarter-inch spaces. Working drawing of each lesson is made, then cardboard model is constructed.

(b) Weaving rugs, iron holders, etc.

(c) Canvas, working in the sewing, stitches, even and uneven, basting, running, back stitch, etc.

(d) Raffia mats, boxes, picture frames, napkin rings, etc.

Tools: Pencil, ruler, compass, scissors, knife, looms, needle.

Materials: Paper, cardboard, paste, chenille, carpet warp, carpet yarn, Germantown yarn, canvas, strawboard, raffia.

Four hundred and forty-four (444) pupils in second grade.

THIRD GRADE.

(a) Cardboard. Lessons worked out as in second grade.

(b) Weaving rugs, Tam O'Shanter's, etc.

(c) Crocheting.

(d) Raffia hats, etc.

(e) Sewing. Same as in second grade. Course to be changed September, 1906.

Tools: Pencil, ruler, compass, scissors, knife, punch, looms, tapestry needle, crochet hook.

Materials: Paper, cardboard, paste, carpet warp, carpet yarn, Germantown yarn, crochet cotton, raffia, canvas.

Three hundred and fifty-five (355) pupils in the third grade.

FOURTH GRADE.

(a) Boys, cardboard, using ruler marked with eighth-inch spaces. Gummed paper used in binding edges.

(b) Girls, sewing—a book of models, illustrating various stitches, written description of each model, naming tools and materials used,

kinds of stitches, where they would be used in making garments, why, etc.

(c) Girls, crocheting.

Tools: Pencil, ruler, scissors, knife, compass, punch, sponge, sponge cup, thimble, tape measure, needle, crochet hook.

Materials: Paper, cardboard, paste, gummed paper, white and red thread, bleached and unbleached muslin, crochet cotton, sewing book.

Two hundred and thirty-three (233) pupils in fourth grade.

FIFTH GRADE.

(a) Boys, cardboard. Models made from working drawing placed on blackboard by teacher. Pupil allowed freedom to work out original design.

(b) Girls, sewing. Same as in fourth grade, but new stitches taught.

(c) Crocheting.

Tools: Pencil, ruler, scissors, knife, compass, punch, sponge, sponge cup, needle, tape measure, thimble, crochet hook.

Materials: Paper, cardboard, paste, gummed paper, thread, muslin, crochet cotton, Germantown yarn, sewing book.

Two hundred and three pupils in the fifth grade.

SIXTH GRADE.

Boys—

(a) Cardboard. More difficult problems than in fifth grade.

(b) Venetian iron. Boys work out original designs of articles to be constructed.

Girls—

Sewing—new stitches taught.

Boys and Girls—

(a) Leather. Pupils work out original designs to be used on leather.

(b) Stenciling. Pupils work out original designs to be used on cloth, cut stencil of paper or carve on wood.

Tools: Pencil, ruler, compass, scissors, knife, punch, needle, tape measure, thimble, pliers, snips, brush.

Materials: Paper, cardboard, paste, thread, muslin, sewing book, tracing paper, India ink, dyes, leather, scrim, burlap, monk's cloth, shellac.

Pupils in sixth grade, one hundred and sixty-one (161).

This training is developing in a marked degree the power of observation, close attention to detail, skill in the use of the hands as well as of the mind, and is of the greatest value.

From Inger M. Schjoldager, principal of the Adams School:

We began work early in November, but did not receive our full equipment till January. We therefore did the usual Christmas work, the children providing their own material, and no special course being followed. In January we began our work in earnest. We followed the outline suggested by the Tilden School with some modifications, i. e., we followed Mr. Worst's suggestions as to folding before introducing measuring. In order to do justice to the school and interest the teachers we took up the following line of work:

GRADE I.

In first grade we introduced weaving. The child wove mats of rags, and Navajo wool, hammocks of twine, bags and doll's caps of woolen yarn. They sewed the mats together, fringed and made a large mat. They also braided raffia and made doll's hats in various colors and covered boxes with this material. Boys and girls did the same work. In our advanced first grade the children made a simple design and wove it into their mats. The average number belonging in this grade was 249 for the last seven months.

GRADE II.

In this grade the weaving was more complicated. The pupils made the design and selected their colors. Of course the designs were very simple, and often the less advanced pupils had only one strand. Here again we united the room and they put the pieces together, making a large rug. For this we used Navajo wool and chenille. But before taking up the weaving the boys and girls learned all the sewing stitches on canvas, making an old-fashioned sampler, which afterwards could be made into a holder. Boys and girls did the work; we made no distinctions and the boys did as well and were as interested as the girls. The average membership in this grade was 145 for the last seven months.

GRADE III.

For lack of tools and materials, we put the boys to work at the sewing and they were as delighted as the girls, doing it well and gladly. This is true of the other grades, for, at first, we took the rooms as a whole—making no distinction as to sexes—and discovering none in their work.

After the stitches had been learned on an unbleached muslin sampler, the children sewed four patches together, making a holder—later on we lined them and made better holders and small quilts. After this we separated the boys and girls—the girls learning to make

sheets, pillow-cases, quilting; in short everything that went to make up a bed.

The boys were taken to the shop, and out of waste pieces from the seventh and eighth grades, made the following one-piece problems: Pencil sharpener, teapot stand and match-scratchers. The last two were ornamented with chip carving.

Pupils of this grade for the last seven months numbered 151.

GRADE IV.

At first all learned to crochet—making face-cloths. The boys were then taken to the shop, where they worked out the same problems as the third grade, and, in addition, a two-piece problem—a pen rack and a rack for keys.

The girls, meanwhile, made lace for cuffs and collars, sewed the same, crocheted bags and lined them, thus keeping the sewing and crocheting together; made doilies, lace edgings, woolen scarfs, bed shoes—all useful articles. We tried to make all our work practical.

GRADE V.

Boys and girls learned to knit; the boys made wash cloths, while the girls made mittens and teapot holders of wool. They also learned to make knitted belts—tie raffia bags for twine. The boys in one room constructed wooden looms, on which they afterwards wove raffia porch pillows from their own designs, the girls making baskets. In the other rooms the boys took up the third and fourth grade problems in wood, adding a three-piece problem—whisk-broom holder. Some of the more expert made copper trays and lamp shades.

Average number of pupils, 125 for the last seven months.

GRADE VI.

The first two months was spent the same as the fifth grade, in knitting. After that the boys took up the wood-work, adding book-racks, a three-piece problem. They also worked a month or two in bent iron and in leather, making magazine covers, card cases, laundry-list, blotters and penwipers. The girls made magazine covers of crash, sewing them very nicely and ornamenting them from original designs. Boys and girls worked in leather.

The average number belonging was 86.4 for the last seven months.

At the end of June we had a Parents' Day, when we exhibited all the work by rooms. Every room and every child in each room was represented from the kindergarten to the eighth grade. The parents streamed in all day, and they were delighted. We heard nothing but praise and exclamations of surprise and wonder at what had been accomplished. For once, even the schools of Sweden and Germany

seemed to fall into the shade. We had the children view it, too, and they were pleased with themselves; the teachers were pleased and astonished at all that had been accomplished, and most of all, and best of all, Mr. A. G. Lane took time to come and inspect it, and he praised it too. He had no word of criticism, only a warning not to make pupils do too fine stitching, etc.

Personally, I consider this work the happiest and most successful work we have ever undertaken. The children love it, and it makes their drawing of some use, for we have no work without first making the design. The pupils gained in power to do, and in self-control. Many of our worst boys have shown a marked improvement, and often the teacher had to reprove them for their too eager pursuit of their work (which was a great deal better than scolding because they were disorderly). At the same time the reading, writing, etc., were not neglected, and the final examinations showed no falling off of skill or power. I think that to train a child in a purely intellectual way is to deprive it of one of the greatest joys of childhood, is a destruction of some of its motor activities, and has led to the erroneous notion that manual work is degrading. The very avidity with which a child takes to this work should teach us how necessary it is, for to no other task do they bring such enthusiasm, good will, and keen interest.

I would suggest that in the future we should be supplied with better material. In fact, both tools and materials should be such that they facilitate—not hinder—work. Then, we should continue weaving in the sixth grade with larger looms, so that pupils may really see the art of making cloth. I know, of course, they will not continue this in after life, but it gives power, and it is most beneficial as a developer of chest, back and arms. It would come at that period of a girl's life when she is in most need of something of this kind. It would benefit her far more physically than sewing, knitting or crocheting, and mentally quite as much. Machines are so common and so perfect that hand-work of all kinds seems unnecessary, but, as it is the development of mental and physical power we are seeking, and not mere skill, *everything* is good that helps, and I know nothing that will do more for the child than weaving.

We should also feel at liberty to use the drawing hour as an auxiliary. Every work requires design, or a working drawing. These should be made at that period, or some of the drawing period should be so used. In teaching design the thought of the use it will be put to later on should predominate. We found this a great lack last year.

GRADE I.**Work Done.**

Average number belonging for year 1905-1906, 251 pupils.

PAPER FOLDING:

Boxes, book-marks, napkin rings, trays.

WEAVING:

Mats, hats, bags, hammocks.

Materials used: Chenille, rag, Germantown yarn, twine.

Tools: Todd loom and cardboard.

BRAIDING AND SEWING:

Hats, bonnets, baskets, napkin rings, frame, mats.

Material: Raffia.

GRADE II.

Average number pupils belonging year 1905-1906, 143 pupils.

FOLDING AND MEASURING:

Trays, boxes, frames, etc.

Materials: Paper and bristol board.

WEAVING:

Mats, Navajo wool, chenille.

Tools: Todd loom.

Samplers: Germantown on canvas.

GRADE III.

Average number of pupils belonging in year 1905-1906, 153.

FOLDING AND MEASURING:

Boxes, trays, frames, books.

Materials: Paper, cardboard, bristol board.

SEWING:

Samplers, sheets, pillow slips, piece-quilt, holders.

Materials: Thread, muslin, yarn, cotton.

WOODWORK.

Pencil sharpener, match-scratcher, teapot stand.

Materials: Waste wood, stains, sandpaper.

All wood-work ornamented with chip carving.

GRADE IV.

Average number of pupils belonging in year 1905-1906, 171.

MEASURING:

Brush broom holders, boxes, trays, comb cases, etc.

Bristol board, cardboard, lining paper, paste.

CROCHETING AND SEWING:

Wash cloths, lace for cuffs and collars, doilies, bags, scarfs, bed-shoes.

Materials: Cotton yarn, thread, muslin, Germantown yarn.

WOODWORK:

Pencil sharpener, match-scratcher, teapot stand, penholder rack, key rack, chip carving.

Materials: Wood, stains, sandpaper.

GRADE V.

Average number of pupils belonging in year 1905-1906, 118.

KNITTING:

Face cloths, mittens, teapot holder.

Materials: Cotton yarn, Germantown.

KNOTTING:

Belts, bags.

Materials: Cord, raffia.

SEWING:

Baskets.

Materials: Raffia, reeds.

WOODWORK:

Looms, whisk-broom holders, key racks, teapot stands.

Materials: Wood, stains.

COPPER-WORK:

Trays, candle shades.

Material: Copper, supplied by principal.

All wood-work ornamented with chip carving.

GRADE VI.

Average number of pupils belonging in years 1905-1906, 89.6.

KNITTING (Boys and Girls):

Face cloths, mittens, teapot holders.

Materials: Cotton yarn, Germantown.

KNOTTING (Girls):

Belts, bags.

Materials: Card, raffia.

SEWING (Girls):

Baskets, magazine cover.

Materials: Raffia, reeds, crash.

WOODWORK (Boys):

Whisk-broom holders, key racks, teapot stands.

Materials: Wood, stains.

BENT IRON (Boys):

Teapot stands, baskets, picture frames, paper holders.

All wood-work ornamented with chip carving.

LEATHER (Boys and Girls):

Magazine cover, card cases, blotters, bags, laundry list.

From John D. Shoop, principal of the Holden School:

The work was begun in the third school week of December, but owing to a somewhat prolonged illness of our instructor, little progress was made before the middle of January. As a result, but little more than a half year was given over to the course.

Instruction was given for two hours each week in all of the grades from one to six inclusive, and in some cases the time was extended to two and one-half hours.

The average membership in the several grades for the six months beginning with January was as follows:

First Grade	342
Second Grade	245
Third Grade	185
Fourth Grade	167
Fifth Grade	156
Sixth Grade	84

In the First Grade the work was commenced by the folding and cutting of paper for the development of ideas of form, dimensions and symmetry, and was later in the year followed by the use of textiles in simple weaving.

In the Second Grade, bristol board and straw board were used in the earlier stages of the work, and were followed by the use of canvas, yarns, and the easier forms of construction in raffia.

In the Third Grade the materials used differed but slightly from those of the preceding, the projects involving new ideas in the use of the material. Sewing and crocheting were introduced, and also some simple problems in wood.

In the Fourth Grade the materials of the preceding grade were used, the work taking a more advanced phase. The use of the cutting knife was introduced in this grade, and construction in reeds, tile and wood were taught.

In the Fifth Grade the work differentiated itself by the giving of separate instruction to the boys and the girls. Sewing formed a prominent part in the work of the girls, emphasis being placed on the useful—such as wearing apparel, home essentials, etc., while the boys worked in wood, copper and Venetian iron. Raffia was used in this grade by both boys and girls.

In the Sixth Grade similar materials were used to those of the preceding, with the addition of leather for bookbinding. Work was done also in raffia and reed.

I believe that there is a general consensus of opinion favoring the work by our teachers and parents. It is, of course, universally liked by the pupils. Our teaching force has responded generously to the requirements and demands of the new course, and they are working diligently in the effort to solve some of the problems which the new order brings to us.

Permit me here to specify some of the problems that present themselves to us in the attempt to incorporate a course in Manual Training into the school system:

1. The relating of the work, as near as possible, to the experiences, sympathies and immediate interests of the child.
2. The correlating of the work with the other branches of the curriculum in such a way that it may be an organic, not an isolated factor in the life and energies of the school.
3. The formulating of the course in such a way that the discipline and control which are sought as the end and aim of the training may be reached by such lines as will, at the same time, give a material and economic value to the work.

As to the results in our school, I am glad to testify to the increased interest and enthusiasm that it has brought to the life of the school room, as witnessed in the enthusiasm of teachers and pupils.

I do not believe that any other phase of school work has suffered neglect or loss by the introduction of Manual Training.

From Harriet N. Winchell, principal of the Tilden School:

SEWING.

This course begins with the weaving in first grade. All take it. In the second the stitches are taught on canvas to both boys and girls.

After this the girls only continue the work through all the grades, going through the successive stages of hand work, until the eighth grade, when the sewing machine is used in making their own clothes.

COOKING.

The following number of pupils spent 1½ hours weekly in the kitchen last year:

	Boys.	Girls.
Eighth grade	21	26
Seventh grade	23	23
Sixth grade	25	32
Fifth grade .....	..	48

A course of instruction was given commencing with care of person, care of kitchen and its appointments, plumbing, physiology, hygiene, etc., ending with the independent work of cooking a meal and serving it.

These were also taught the laundry work, which belongs to the kitchen and dining room.

SHOP WORK.

Some work in the shop is given to all boys from third grade through the eighth. This includes about 250 boys. The materials used are different kinds of wood and Venetian iron.

A course of work can be furnished if you desire.

CONSTRUCTION WORK.

In the low and intermediate grades, to assist in developing observation, concentration, patience, neatness, deftness in manipulating materials, pride in good results, a well defined course of work is given in paper and cardboard construction involving the use of the pencil, ruler, scissors, knife, paste, etc.

These lessons prepare the pupils for good technique in the higher grades in making the real things, such as books, lamp shades, candle shades, and a great variety of things. If time permitted they could do much more than they did.

This work is done in the school rooms through all the grades.

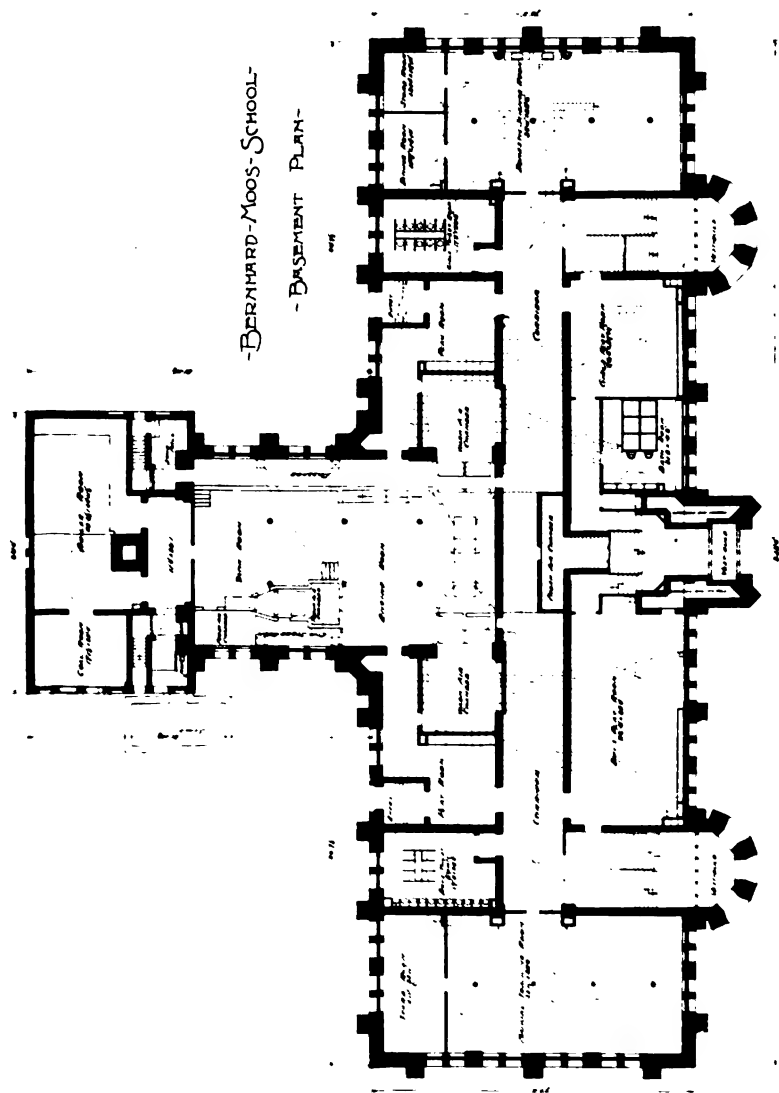
We have samples of all work done on exhibition in the office.

GENERAL REMARKS.

The time spent upon this work is three hours a week, divided into periods of one and one-half hours each in higher grades, and half hour periods in the lowest grades. A regular program of work is arranged for the whole school. Some classes that can afford the time are privileged to do extra work towards the close of the year.

It is the consensus of opinion here that this work is all very valuable to the pupils of this school. The failures are so noticeable that they give as valuable lessons as the successes. With these lessons the

THE
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NEW YORK



BERNHARD MOOS SCHOOL—BASEMENT PLAN.
 Similar to the Kosciuszko and Pullman Schools.

teacher often deals with a fewer number, and this enables her to get nearer to them.

The personal contact with tools and materials vitalizes the work and relates it to home and life. It cultivates the judgment and enables them to reason more clearly.

If a class must lose a lesson of any kind, the pupils will beg that it be not one of these. A class of boys in the ungraded room had a regular period once a week in the kitchen. It fell upon Memorial Day. They begged to be allowed to come for that lesson. The holiday had no charm for them compared to a lesson in cooking.

We are dealing here with a class of children where little of this kind of training is given in the homes, and we feel sure that the influence of it all must be felt, in their homes as well as in the school, and in the building of character for their future good.

From Ida A. Shaver, Principal of the Cooper School:

In planning the Crane Construction work last year, I believe we aimed to develop the child's creative power rather than make him a paragon of mechanical skill. In the furtherance of this idea, we placed composite clay in the first, second and third grade rooms. This was used mainly as seat work, where the pupil was free to illustrate his lessons according to the play of his fancy. The boys of a fourth grade, those of a fifth and all the pupils of a sixth grade room received instruction in modeling once in two weeks. The Duck clay was handled first, the Webb followed and later terra cotta was tried in the higher work. Rolling, underglaze coloring, incising and relief work were taught. The pupils did their own glazing and watched in turn the process of firing. Metal work was tried with the boys of a fourth grade room. Tin, brass and copper were handled. Etching, hammering, perforating and modeling were taught. The pupils turned out trays, plates, candle shades, match boxes, sconces, etc. These were remarkably well executed, but the difficulty lay in designing. Too much time was consumed in leading each pupil to individualize his work. In consequence, we placed the metal work in the fifth grade this year.

In the leather work, the girls of a sixth grade room wrought in decorative dye effects upon velvet Sheep. The boys of a fourth grade room produced etching, tooling and relief work upon Russian Calf. Belts, pocket-books, hand bags, book racks, needle cases, collar boxes, etc., were made. The technical skill shown in the work was marvelously good, but the strain necessary to produce the pattern and originate the design was not to be commended. We have accordingly put the leather work into the sixth grade this year.

Venetian iron work was taught to the boys of a sixth grade and to those of two fifth grade rooms. The aim here was to simplify the work, to make it sane in accordance with the suggestions of Prof. Sargent. Book racks, letter files, ink stands, etc., were produced, which were at least devoid of the intricacy of curve which often makes this work ludicrous.

Sewing was taught the girls of a fifth grade room. The emphasis here was laid upon the individualized drafting, making of patterns, fitting, etc., all of which tended to develop the creative side of the child's nature. Kimonas, aprons of various shapes and sizes, undershirts, etc., were produced.

Crocheting, hardanger embroidery and bead work were also taught in the fifth grade. Sewing, macrame work, illuminating and passepartouting were given to the fourth grade girls. Indian basketry, tile matting, burlap and filet net work were handled in the third grade rooms. Raffia work, braiding, applied cross stitch work, were manipulated in the second grade rooms. Weaving with various materials and in diverse ways, spool work, etc., were taught in the first grade. Much of all this work in the first, second and third grades was used as seat work. In this way a needed change from abstract, intellectual work was furnished, yet an overcrowded program was not thereby increased.

Bookbinding was taught in all the grades. This work usually lacks individuality. We overcame this difficulty by having the pupils design the linings of their output.

The paper folding and making in the first grade led into cardboard work in the second, third and fourth grades. We feel that there is danger in pressing this work below the third grade. We are reminded here of Ruskin's tirade against the strength "given daily to be wasted into the fineness of a web or racked into the exactness of a line." The work aims at a nicety of precision which is out of all relation to the psychologic demands of the six and seven year old pupils. Its result can only be a phase of arrested development. The flaunting gay cardboard and the nauseous green gummed binding so often found in connection with this work is a travesty upon utility and taste. We have turned to the German cardboard work for a corrective along these lines.

Among other phases of construction we might mention the guild work done in the higher grades, where stenciling, applique work and Montmellick embroidery were applied to curtains, table scarfs, pillows, etc. A doll's house was constructed and furnished in a second grade room by the pupils. The few sand tables in the building proved a valuable adjunct to the development of a free, creative spirit among the children.

In addition to the work already cited, a class in the sixth grade, in whittling and wood-block printing, was formed this year. Miss Hammersmith, the teacher of Construction, is admirably adapted for this line of work. She handles the classes in wood, Venetian iron, metal, cardboard and part of those in leather and clay in the various grades. The rest of the work is taught by the grade teacher.

Much of the so-called Construction work is merely stultifying. For instance, suggestions received would keep pupils making stitches for a year that in the end they might sew. It is the old psychologic error of teaching the alphabet to enable the child to read. If, however, Construction work can be so presented as to develop the creative side of the child, if it is kept within sane bounds as regards the time allotted and the expense incurred, if the proper materials can be supplied or obtained, we believe it will prove extremely beneficial.

DRAWING IN THE ELEMENTARY SCHOOLS.

The work of the special teachers in this subject has included visits to the class rooms to observe the work of the regular class teachers, to inspect the results of the regular work in this subject, to furnish individual assistance to teachers, to hold teachers' meetings in the various buildings, to examine specimens of special work sent in at the close of each term, and to furnish detailed reports to the Superintendent after each visit, showing the condition of the work in drawing. The number of special teachers is too small to carry on this work successfully, and it is to be hoped that in the near future we shall be able to make some slight addition to the number of teachers in drawing. It is not believed that the general character of the instruction given should be changed materially, but it is hoped that the number of experts may be sufficient to afford the teachers who must do the regular work in this subject more adequate and complete assistance than can be given by a staff as small as our present one.

During the year the department has prepared and placed on exhibition a collection of drawings as part of the exhibit of the Western Drawing and Manual Training Association. This exhibit was in place a little over three weeks at the University of Chicago, one week at the School of Education and

two weeks in the assembly hall of the Libby School. There was also an exhibit of craft work to illustrate applied design in connection with the drawing exhibit.

According to the report of the special teachers there is an improvement in the general attitude toward the work of the drawing department. Although in many of the schools some branches of the work seem at a standstill, there is no real retrogression. There is abundant evidence of an increasing number of principals and teachers who are sincerely anxious to improve themselves in the work along this line. Upon the progress and interest of these principals and teachers will depend the future of the subject. It is believed that the standard of the work in many of our schools at present is due largely to the influence of the Normal Extension classes. Through these classes the department is reaching a large number of teachers and preparing them better for the work in this subject. If a slight increase in the number of the force could be made this work in the Extension Department could be further extended with correspondingly good results.

MUSIC.

The special teachers of music in the elementary schools make the following report:

In those schools in which the principals really supervised the music, or at least supported it by their influence and by giving practical assistance to their teachers, we found great enthusiasm for the work, together with earnest, intelligent teaching and its consequent results. This was also true of those schools which were well represented in study-classes in music. There were five such classes in music for a period of thirty weeks, whereby it was possible to reach about five per cent of the teaching force in Chicago.

In schools where the principals did not interest themselves in the work because of a lack of musical ability or of the necessary time to supervise, the results were unsatisfactory.

School institutes were given in every school, with the object of giving the teachers a broad view of the work to be accomplished in the eight grades, and of building up the weak places. These local institutes were beneficial, but inadequate, because more than half of

the year was gone before all the schools were visited by the special teacher.

Because of the necessarily infrequent visits of the special teacher, it would be advisable to give a series of grade institutes during the first two months of the school year. Such a plan would make it possible for the department to come in touch with all the teachers sufficiently early in the year to enable them to apply practically the suggestions offered, and to carry on the year's work more successfully.

More supplementary music is needed throughout the grades, as a collection of new songs would serve to keep alive the interest of pupils and teachers.

The benefits resulting from the song festival given last May were quite far-reaching; they were felt in a great many of the higher grade classes. This festival not only aroused enthusiasm for good song singing on the part of the children, but also inspired the teachers to better efforts in leadership.

PHYSICAL CULTURE.

According to the report of the Supervisor of Physical Culture for the year ending June 30, 1906, the number of teachers is the same as in the preceding year. The amount expended for physical culture purposes in the elementary schools was \$13,033.31. The work has been carried on in substantially the same way, the schools being visited regularly by the teacher of physical culture and instruction given to pupils as well as teachers. Institutes for the introduction of games have been held during the first term of the school year. Principals and teachers take up this work and endeavor to prepare for the instruction of the children the games laid down by the course.

The work of the high schools has included the regular instruction given to pupils during school hours and optional classes held after the regular school time. Field Days were held in some high schools with great success. These days encourage both pupils and parents and interest them in the work of physical culture.

One of the needs of the system at the present time is the erection of a gymnasium for the use of the Normal School. The students who receive their training there for work in the

Chicago schools have little opportunity at present to acquaint themselves with the work of one of the main departments of Physical Culture, to-wit, exercises on gymnasium apparatus. The Superintendent hopes to see this omission in the equipment of the Normal School taken care of in the near future.

SCHOOLS FOR THE BLIND.

During the past year blind pupils were instructed in the Felsenthal, Clarke, and Adams elementary schools; and in the Wendell Phillips, Joseph Medill, and Robert Waller high schools. The total enrollment amounted to twenty-nine pupils. Out of this number seven were in high school.

The progress of the pupils in the elementary grades was most encouraging. Systematic work in construction was given by the special teacher in each center, the principal materials being raffia and beads. This work is especially important for the blind child, as it brings about the needed certainty and dexterity in the use of the hands. The various specimens contained in the school collections were brought to the attention of the children, and visits were made to the parks that Nature might be more closely studied and the basis of sense perception broadened. The pupils maintained their places satisfactorily in the Arithmetic, Reading, History, Grammar and Geography classes. They are furnished with raised print copies of the books in use in the schools, and they carry on their work much as do the normal children, except that they are assisted in the preparation of their lessons by the special teacher, whose duty it is to learn in what line each pupil may need individual help.

The high school pupils are not under the charge of a special teacher, although each teacher devotes some of his time to them. Visits are occasionally made to homes after school hours, where reading is done, papers copied, and other help rendered. During the year, four completed the course of study and were given high school diplomas. The high school teachers are deeply interested in the work, and under

their direction pupils have been given most valuable help, thus making the school life of the blind student pleasant as well as profitable. Thanks are due to the University of Chicago and to Northwestern University for granting scholarships to two blind pupils who graduated last June.

Report of the work of the Blind Department for 1905-06:

The printing room for the use of this department has prepared brass plates for the following books, which are now on hand: Southworth-Stone Arithmetic, books 1 and 2; Kirk and Sabin's Oral Arithmetic, book 2; Cox's Lessons in Algebra; Swinton's Word Book; Wheeler's Graded Studies in English; Metcalf's English Grammar; Holton Primer; Lights to Literature, Books 1-6; Rand McNally's Grammar School Geography; McMaster's School History of the United States; Morrill's Civil Government; Collar and Daniell's Beginner's Latin Book; VanVelzer and Shutt's Plane and Solid Geometry; Spanhoofd's Lehrbuch Der Deutschen Sprache. Section maps of the United States, and physical and political maps of South America, Europe, Africa, Asia, and Australia.

BACKWARD CHILDREN.

The Superintendent submits the appended report of Dr. Daniel P. MacMillan, director of the Child Study Department, together with letters from the principals of schools having sub-normal rooms. It is believed that these reports are timely and will be of great interest to all persons connected with the school system. Everyone concedes the necessity of such rooms for at least three classes of children, the sub-normal and the incorrigible, as well as the overgrown children who enter our schools unable to speak the English language. It is, however, conceded that opening such rooms without safeguarding them against certain abuses, such abuses as led to dubbing them "waste baskets" a few years ago, would be a mistake. Dr. MacMillan's report is as follows:

We submit herewith a brief report of the status of backward children who are now distributed throughout the grades of the city schools. From the evidence which we have gathered with reference to the history of the disposition which have been made of backward children in the city schools, it seems to be shown that some children who have been sent to the so-called ungraded rooms are not always

backward children, for, as a matter of fact, the following children have been sent to these rooms:

FIRST: Children of sub-normal intelligence and hence unable to carry the work of the regular school classes. These may or may not be difficult to manage with other children.

SECOND: Children who are incorrigible for several reasons and hence are sent to these rooms purely for disciplinary purposes.

THIRD: Children who are behind their classes in some study or school subject and who are returned to their proper grade work when this deficiency is made up.

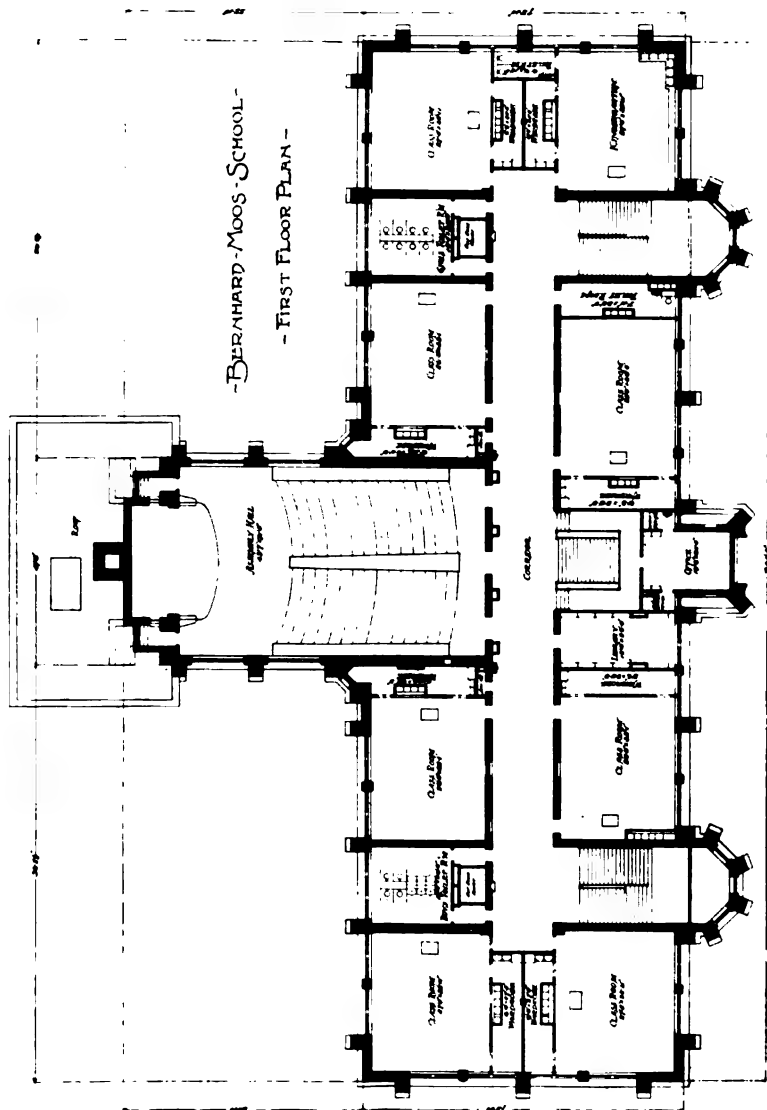
FOURTH: Children unable to carry the regular work of the course on account of the fact that they do not understand the English language. This group and Group 3 are for very good reasons to be considered separately.

I believe that all things considered, the First Group or class above mentioned calls for our attention and for remedial measures. This is by no means to belittle the importance of looking after the children who need special coaching in some study or subject in order that they may keep up with other children of their age, neither does it minimize the value of special work for incorrigible children in the endeavor to keep them in school and to better their equipment for civic life. All these things are undoubtedly important, and further we have good reason to believe that certain special rooms which have been conducted in the school system for some years have in their way proved not only of value to the schools by removing influences detrimental to class work, but have in a large measure proven beneficial to the children directly concerned. It is, however, a good policy to attack one part of a problem at a time, and if possible it is advisable to center effort on the vital part. We believe that backwardness in school work which is due to inferior intelligence or to delayed development is the pivotal point in the whole problem of backward children and the one thing now most needing attention.

With this object in view, the first step is to determine the exact number of sub-normal children now in the elementary schools, and at your suggestion a copy of the attached bulletin was sent to the principal of each elementary school in the city. Backwardness in each instance is to be measured by the actual time spent in the grades of the schools. It was also thought advisable to secure an estimate of the total number of these backward children who are, in the opinion of the teachers and principals, incapable of ever passing beyond Grade 2 of the elementary school course of study. Reports were received from every elementary school in the city, and the results are given in the following:

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BERNHARD MOOS SCHOOL—FIRST FLOOR PLAN.
Similar to the Kosciuszko and Pullman Schools.

1. The number of pupils in Grade 2 who have had four years or more of school training since entering Grade 1. These are referred to as Group 1.

2. The number of pupils in Grade 1 who have been in that grade two years or more. These are called, for convenience, Group 2.

3. The number of pupils in Grade 1 or Grade 2 (not named in the other lists) who had a shorter school period of training than the limits mentioned (one hundred and sixty weeks of school training and still in Grade 2, or in Grade 1 eighty weeks) and who, in the opinion of the teachers and principals were adjudged as "never able to complete the work of Grade 2." This class is called Group 3.

4. There is in addition another group made up of the total number of backward children, who have, in the estimation of the teachers and principals, not shown enough ability to warrant the hope that they will ever be able to go beyond Grade 2. This group includes all of Group III, given above (in Grade 1 less than eighty weeks, and in Grade 2 with school training less than one hundred and sixty weeks) and in addition certain of the lowest types in Groups I and II, who have had at least eighty weeks in Grade 1 or eighty weeks in Grade 2.

GROUP I.

Pupils two years and less than three years in Grade 1.....	628
Pupils three years and less than four years in Grade 1.....	125
Pupils four years and less than five years in Grade 1.....	21
Pupils five years and less than six years in Grade 1.....	2
Pupils six years.....	1

Total number two years and more in Grade 1.....777

GROUP II.

Pupils in school at least four years.....	418
Pupils in school at least five years.....	83
Pupils in school at least six years.....	30
Pupils in school at least seven years.....	6
Pupils in school at least eight years.....	1

Total number four years and more in school538

GROUP III.

Pupils other than those named in Groups I and II, who have not been in Grade 1 two years, or who are in Grade 2 and have not less than four years of school training, but who give no promise of ever being able to complete Grade 2.....	213
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Total number213

GROUP IV.

Pupils in Grade 2 (with a period of school training of four years or more, together with a number of pupils in Grade 1 who have had school training of two years or more) who, in the opinion of teachers and principals, will never be able to go beyond Grade 2

	405
Total number	405

SUMMARY OF GROUPS III-IV.

(A) Number of pupils in Grade 2 who are estimated as not having sufficient ability to pass beyond Grade 2:

In Grade 2 with two to three years' school training.....	22
In Grade 2 with three to four years' school training.....	62
In Grade 2 with four to five years' school training.....	129
In Grade 2 with five to six years' school training.....	48
In Grade 2 with six to seven years' school training.....	23
In Grade 2 with seven years and over school training.....	7

Total number**291**

(B) Number of pupils in Grade 1 who are estimated as not having sufficient ability to pass beyond Grade 2:

In Grade 1, one to two years.....	75
In Grade 1, two to three years.....	175
In Grade 1, three to four years.....	50
In Grade 1, four to five years.....	16
In Grade 1, five to six years.....	9
In Grade 1, six to seven years.....	2

Total number**327**

Total number of pupils who are adjudged unable to complete Grade 2 in course of study in the elementary schools.....618

SUMMARY OF ALL GROUPS.

Total number of backward children reported from two hundred and thirty-nine elementary schools, 1,518. Of this number 618 children are reported as incapable of ever completing Grade 2 in the regular school course.

In presenting these totals it is necessary to bear in mind—

1st: That the estimation is in almost every instance made by the teachers;

2d: That the measure of their grade of mentality is their inability to take up the course of study as laid down for children in the elementary schools.

These two facts, of course, tend to make the number appear larger than might be found by adopting a different standard.

The tests and measurements which we use in the Department of Child-Study, for estimating grades of intelligence lay more emphasis on the native ability to deal with situations and processes which come naturally into operation in free life. They have proven to be truer indices of mentality than school room tests. We believe it is incorrect to estimate or consider children as feeble-minded or sub-normal because they are unable to deal with symbol work such as the schools so decidedly emphasize. We would therefore estimate that the number reported is too large by 5 to 10 per cent. This is based on our past experience with teachers' judgments on such matters.

To counteract this reduction in the total number, it must be said that the total estimate does not take into account the number of children now attending special rooms for backward children, of which there are four now in the school system with an average attendance of not less than fifteen children for each room. To be sure, only about one-third of the children in these rooms, or twenty children, are as backward or as low in the grade of intelligence as our scale in the Bulletin issued called for.

All in all, the number of backward children who were estimated on the basis of the Bulletin issued may be given as the total first above mentioned, namely, 1,518 children, of whom 618 are considered so backward mentally that in all probability they would never be able to complete Grade 2 of the elementary school course of study. This estimation of the total number called to our attention sets before us simply the magnitude of the problem.

The other features of the whole problem which were set by you, namely, what provisions should be made for the education of these children, such as school room equipment, etc., and again, the character of the training which should be given to teachers in preparation for this work, must be left over by us for the immediate present. We shall endeavor, however, to make some recommendations and suggestions as soon as they can be worked out.

REPORTS ON UNGRADED ROOMS.

From Harriet N. Winchell, principal of the Tilden School :

Number enrolled	25	
Average number belonging.....	13.7	
Ages.	Boys.	Girls.
9-10	1	0
10-11	4	0
11-12	3	0
12-13	6	1
13-14	5	1
14-15	2	0
15-16	2	0
	—	—
Total	23	2

Five of these pupils were doing third grade work very satisfactorily at the close of the year, and were placed in regular school rooms. At this date, one, only, has failed to stay.

Of the twenty-five, five were promoted, seven moved away, two went to work, one to a Catholic school, one to the school for the deaf, one killed himself accidentally, one was sent back to his room after a short stay, and the remainder were left in the room to stay until they have more strength.

My experience of the last year convinces me of two things, namely:

1. The two sexes should not be together where the type of the child is so low.
2. The child that can be classified as feeble-minded has no place in this room. The one who left to go to the Catholic school was such a case.

The principal use that I make of this room, when I am able to follow out my own judgment, is to take the weak boys from the first and second grades who have failed to develop properly or normally, and place them here for individual and special instruction. They go to the kitchen once a week; they have various kinds of hand-work; games of endless varieties. These children are always weak in reading and spelling, because they have had no power of application nor concentration. Consequently it is useless to give them a task from books, because they have no power within themselves, and no teacher with fifty other children can give them the individual instruction which they need and must have to save them from the fate which is sure to follow without this help.

It requires from one to two years for these boys to gather the necessary strength to go into the regular school work—in about third

grade. Occasionally one has to come back again for a short time, but as a rule they go on normally after this. Another use I make of this room is a sort of detention room for some boys who need time for reflection. It is a better place than the streets for them, and I know where they are. The irresponsibility of the average parent in this district makes it quite necessary for us to assume most cases of discipline, and this room is an excellent help. There is rarely a truant from it, and no one rebels at this method, and yet it is very effective.

Last year the membership was low, because I waited for children to be sent here, and did not use it so much for the good of the Tilden.

This year I am using it for ourselves again, and I trust that I may be permitted to continue to do so. I do not wish to take transfer pupils of twelve years of age—3d and 4th grade—who cannot read when they have been in school for six years. I want them younger.

This room has been in existence for fourteen years with the same teacher, and we have experimented and hoped for more light each year. It is sometimes discouraging, but growth is slow, and such children must have time.

From J. A. Bache, principal of the Dore School:

Our ungraded room is certainly a success, but if anyone thinks an ungraded room will solve all the problems of the school he is mistaken. I sometimes think the room creates more problems than it solves.

Enrollment.

Boys	27
Girls	5

Total 32

Received from other schools, boys, 9.

Average number belonging, 18.18.

Ages.

8-9	2
9-10	7
10-11	2
11-12	10
12-13	5
13-14	6
14-15	3
Over 15	4

Total 39

Disposition of Pupils.

Left school	12
Promoted to other rooms.....	10
In room at close of year.....	17

Progress.

Slow	21
Satisfactory	10
Very slow	6
No Improvement	2

Note—Both the last pupils are almost hopelessly feeble-minded.

Principal Defects.

Language	12
Mathematics	20
Motor defects	14
Simple minded or deficient.....	14
Nearsighted	2
Deaf partially	2

Residence.

In Dore School district.....	31
Out of district	8
Percentage of attendance.....	93.1
Number of tardinesses.....	111

Program.

Hours devoted to studies.....	2 hours, 35 minutes
Physical	30 minutes
Manual training	2 hours
Recesses	25 minutes

Physical Size.

Number normal for age.....	19
Number large for age.....	7
Number under size.....	13

Home.

Number from average home.....	5
Number from homes of poverty.....	34
Number from homes of very poor home influence.....	19

Suggestions.

That the principal be allowed to place children in the room or remove them at will without the advice of Child Study Department on

making a written report to the Superintendent as to cause and the history of the case.

That the Child Study Department examine the children at least twice each year and report to principal and teacher as to progress. Also that the Child Study Department recommend to the principal and teacher the work necessary to overcome defects of each individual child.

From Charles W. Minard, principal of the Marquette School:

About six years ago I removed from the then so-called ungraded room all pupils who were of normal mentality and placed in the room all those whose mentality was, as nearly as I could decide, sub-normal. In some of these cases a decision was asked from the Child Study Department, although at that time that department was not in charge of the room to the extent that is now the rule.

The following statistics are for the year ending June 30, 1906:

Enrollment.

Boys	19
Girls	7
<hr/>	
Total enrollment	26
Average membership, 15.2.	

Agcs.

Between 8 and 9	1
Between 9 and 10	8
Between 10 and 11	5
Between 11 and 12	3
Between 12 and 13	3
Between 14 and 15	1
Between 16 and 17	1
Placed in regular rooms during the year	4
Placed in regular rooms at opening of this term	3
Withdrawn on account of no progress	1

I was compelled to ask one parent to withdraw his son on account of his tendency to violent bursts of anger; twice he threw tools at his class-mates.

Inasmuch as in such cases of sub-normality it is now necessary to reach the desired end through the development of the physical (especially the nervous) organism, Hand Work holds a high place in this training. For the older, more mature, we have bench work varying from the very light models of the Sloyd system to heavier work like

that of the regular Manual Training rooms. For the girls, exercises in paper and cloth cutting, with plain sewing is given. In some cases exceptionally good results have come from this work.

Rhythm exercises we give much attention to, through games and with rubber balls.

Many of our children require special attention as to speech defects, and individuals receive special phonic training. This has brought about some very remarkable results in speaking ability of certain ones who could not enunciate distinctly when they entered the room.

The kindly but quiet and firm control by the teacher has wrought a great change in the mental development of certain pupils of this room, indicating to what an extent our mental growth and capacity depend upon our nervous inhibition. We have a remarkable case now in hand which illustrates this. The child was evidently not controlled at home, did much as she wished, and when crossed flew into a rage. She made no progress until the teacher gained control and by firmness restrained the child's tendency to give way to anger, since which time steady and unexpected progress has been evident.

Training to the recognition of, or rather the thinking in terms of, symbols is one of the most important and most difficult processes with which we meet. A very considerable percentage of our sub-normals are weak in this respect. This requires the utmost patience and care on the part of the teacher, and is perhaps the point needing the highest skill.

We have been able to accomplish much by the co-operation of parents in the way of special physical care or through the overcoming of defects in vision.

Occasionally we meet with difficulty from impatient parents, who think their children should advance more rapidly, but in the main they join us in our efforts to secure as much growth as we can in as brief a time as their weak powers permit.

One on the outside can hardly realize the patience, the exceedingly painstaking care and high degree of teaching ability needed to be exercised by a teacher of such children. Only persons of a very well poised nervous constitution can do such work with any degree of success. We need, if possible, a group of teachers who are not only possessed of a body of knowledge, but of a special fitness temperamentally. It would be well, if possible, to have some surplus teachers ready to put into such places; and require a change after a certain period of time has elapsed. Thus any danger of a nervous wearing out might be avoided; at the same time the rooms might be assured of trained teachers.

After more than five years in directing this work I am convinced that it is economy, both material and moral, to give to these unfor-

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tunates an opportunity to gain what they could not possibly gain in the ordinary class room. It is certainly a profitable investment that will fit for a useful, industrious life a person, who under the ordinary school conditions would be pushed aside in the social competition. This has been and is our aim, and I believe we are accomplishing it.

What we need now is, as I remarked above, a body of specially equipped teachers for this work. To this end I would suggest a series of conferences, of meetings of persons concerned in this line of work, of classes for instruction for such teachers under experts who can give them the help they need. Such instructors might well come from the field of pathological study as well as from the field of Child Study proper.

If a medical man (or woman), who will occasionally visit the room, could be available, much good would result. The parents of most of these children are in poverty, and at least ignorant of the needs of these special cases. They are unable to pay for the services of a specialist, yet a little care in this direction has turned the current of a child's life into a useful channel.

More frequent examination into the condition of these pupils by the Child Study Department would, I feel sure, be beneficial.

From Frank L. Morse, principal of the Burr School:

The following is the report for my ungraded room for the year ending June, 1906:

Total Number in Room During Year.

Boys	46
Girls	0
Average number belonging	24.28
Passed into regular grade work in other rooms.....	16

Most of the number were pupils not passed by the Child Study Department and hence sent to other room.

Age of Pupils.

7 to 8 years	1
8 to 9 years	6
9 to 10 years	7
10 to 11 years	9
11 to 12 years	2
12 to 13 years	6
13 to 14 years	10
14 to 15 years	3
15 to 16 years	2

The special work has largely been simple manual work at benches and in seats. Wood work and tools seem to appeal most to the boys, even though results may not be wholly satisfactory. The pupils have been given a large variety of nature study, gardening, care of pets, etc., etc. Games under leadership and abundant physical exercise have added much to their growth and happiness. Every attempt has been made to have the room a place where the boys have been happy and contented. No stigma is placed upon the room or its pupils. The pupils feel honored because placed in the room. The worst punishment has been to take a boy out of the room because his fellows noted that he had lost his right to be there.

The progress of the pupils varies with each individual. For the most part it is slow. Occasionally one makes rapid progress, but this is the exception.

I considered the room of great value in the treatment of sub-normal children. They are placed under happy conditions, and where their individual needs can be given close attention. The regular grade teacher is relieved of what, under even the best conditions, is a serious burden. The normal children are not kept back because of the special attention needed for the sub-normal.

As you know, I am strongly of the opinion that an ungraded room would be the means of saving most of our boys who become fit subjects for the Parental and John Worthy Schools. I would not, of course, place this class in the same room with the sub-normal. My experience of nearly seven years with this class of pupils leads me to feel that our room has been the intellectual and moral salvation of a very large per cent of the pupils who have been in the room.

PHYSICAL EXAMINATIONS OF TEACHERS.

Physical examinations were first introduced into the Chicago school system in the spring of 1900. On May 29 of that year, the Board of Education adopted the report of the committee in charge of the Normal School, of which committee Dr. W. S. Christopher was chairman, requiring all candidates for admission to the Normal School to pass a satisfactory physical examination in addition to the usual academic examination. This physical examination was conducted by an examining board of three women physicians who were legally qualified practitioners, with the assistance of the Child Study Department.

The following year the requirement of a physical examination was extended so as to apply to all candidates for certificates to teach in the public schools of Chicago. On May 1, 1901, the following recommendation was adopted: "That experienced teachers and graduates from the Chicago Normal School, in addition to passing the usual academic examination, should pass a physical examination before being placed upon the assignment list for employment in the schools."

In carrying out this requirement the examining board, consisting of Doctors Sarah Hackett Stevenson, Julia Holmes Smith, Florence Hunt, and Bayard Holmes, previously appointed to conduct the physical examinations of Normal School candidates, was authorized to examine candidates for teachers and cadets from the Normal School.

For one reason or another this plan of conducting physical examinations was considered unsatisfactory, and on May 28, 1902, the Board of Education appointed a special committee consisting of three of its number and the Superintendent of Schools, to make a report by which "some provision should be made for the physical examination of candidates for the Normal School and candidates for certificates to teach in the elementary and high schools."

The report of this committee was adopted by the Board of Education on June 25, 1902. It recommended "the appointment of a Board of Medical Examiners to conduct such physical examinations, the members of which shall be Dr. W. S. Harpole, Dr. J. W. Walker, Dr. Anna Dwyer, Dr. Josephine Young, and Dr. Stella Gardner, who are all at the head of the Civil Service eligible lists of medical inspectors for their respective districts, where they have served as medical inspectors of schools." A sum of money was appropriated to defray the expenses of the examination and each physician was paid \$1.00 for each case examined.

This examining board, made up of medical inspectors of schools like the original examining board, was called upon only at such times as the Board of Education required their services, after academic examinations for certificates to teach

were held and when the high school graduates sought admission to the Normal School and the graduates of the Normal School were entering upon their cadetships. However, it soon became apparent, as the report of the Committee on School Management indicates (Proceedings Nov. 26, 1902): "That from time to time there have been graduated from the Normal School students who were unable to complete their work at the close of the last year, who wish to be employed as cadets in the city schools. Under the rule of the Board of Education these people are required to pass a physical examination * * * * and as there is at present no legally authorized agency for conducting such physical examinations, some provision [should] be made to this end."

To meet the existing conditions, the Superintendent of Schools was empowered "to secure the services of any of the physicians who were on the recent examining board to examine and pass upon the graduates of the Normal School now waiting to be assigned as Cadets," and "that the physicians shall be paid at the rate of \$1.00 for each person examined."

Again, on June 10, 1903, we find a report adopted authorizing the appointment of a Board of Medical Examiners to be taken from the head of the Civil Service eligible list of Medical Inspectors, with the assistance of the head of the Child Study Department. This Board was reappointed on May 11, 1904, and in addition a consulting board was established which made a final disposition of contested cases.

The most recent modification of the physical examinations was made in April 26, 1905, at which time the rules in force were extended to include heads of departments of the Normal School, assistants in the Child Study Department, and all other classes of positions.

The most difficult point to adjust satisfactorily was, of course, the classification of candidates in the physical examination. The data which were submitted on each case by the Child Study Department with reference to height, weight, strength, hearing, and sight, were to be taken into consideration in the classification, as well as all data that the medical

examiner considered it advisable to secure, and as a guide to the examiners it was ordered by the Board "that the following conditions shall be considered sufficient to reject an applicant in the physical examination: first, pulmonary tuberculosis; second, marked physical deformity of any kind; third, pronounced neurasthenia or nervous exhaustion; fourth, irremediable defects in sight and hearing; fifth, such organic disorders or such structural or nutritional deficiencies as may prevent the proper care and control of pupils."

Any candidate who was rejected on account of any of the defects or deficiencies named, "shall have the right to appeal from such decision to the Committee on Normal School of the Board of Education, where the case shall be heard *de novo*, and whose decision shall be final."

The accepted candidates, according to the first and second report of the examining board, were found to be arranged into three groups: No. 1 includes those who most nearly approach the ideal standard; No. 2, those who come within the minimum or 10 per cent standard; No. 3, those who may fall slightly below the minimum in some of the requirements, but whose superior general condition may overcome the effects of such disability." (Proceedings September 25, 1901.)

The classification adopted by the examining board of Medical Inspectors did not differ at first in any essential from that of the original examining board, but gradually certain modifications were introduced so as to meet more accurately those conditions found to exist. According to the third report of the Board "the candidates were classified in four groups: Class I includes those who are physically sound and of the proper height and weight; Class II includes those who are physically sound, but departed from the normal in height or weight or both; Class III includes those who showed defective vision or hearing, or who had valvular heart disease; Class IV includes those found to have diseases of an infectious nature, as tuberculosis." (Proceedings October 15, 1902.)

At the date of formal acceptance of the report by the Board of Education, Dr. W. S. Harpole of the new examining

board presented, for the guidance of future examiners, a modification of certain suggestions previously offered by Dr. Bayard Holmes of the original examining board. By this means the four groups or classes were more specifically defined in the following order:

Class I. Candidates without physical defect or evidence of disease or deformity and of a proper weight, size and proportion, according to their several ages, and in a good state of physical training.

Class II. Candidates without physical defect or evidence of disease who may depart in a moderate degree from the proper height and weight of their ages and sexes.

Class III. Candidates with such defects or diseases as to interfere with the best work, but who are still free from any progressive destructive disease. In this class fall those candidates with gross defects of vision, markedly bad hearing, valvular heart disease, etc.

Class IV. Candidates with marked physical defects or deformities interfering with good work and health, or candidates suffering from progressive, destructive or contagious disease, or with abnormal functional condition, as, for example, severe dysmenorrhoea.

In the rule thus adopted there was no exact definition of the classes that should be accepted and those that should be rejected by the Board of Education. Accordingly on January 7, 1903, certain recommendations were passed which declared that Classes I and II "shall be considered as having passed the physical examination and Class IV shall be excluded without exception. Any candidate who shall be found to belong to Class III, shall be subjected to a consultation between a regular examiner and a consulting physician and this consultation shall determine whether such candidate belongs in Class I, Class II, or Class IV." (Proceedings May 11, 1904.)

To dispose finally of these doubtful cases, a rule was adopted which provided "that four consulting physicians be appointed, two on the circulatory and respiratory organs, and two on the eye, ear, nose, and throat. The duty of these con-

sulting physicians shall be to alternately examine in consultation with the regular examiner all cases belonging to Class III."

Finally, on July 6, 1904, the rules and regulations governing the classification of all candidates in the physical examination were amended to read in their present form, as follows:

"Group 1 shall consist of those applicants who are physically sound or whose physical imperfections are so slight as to have no prejudicial influence on efficiency in school work. Such physical imperfections, if detected, shall be set forth fully in the Examiner's report.

"Group 2 shall consist of those applicants whose physical imperfections may have prejudicial influence on efficiency in school work. Among the physical imperfections which might be, or which, if sufficiently pronounced, would be, prejudicial, are: disorders of the excretory, respiratory and circulatory systems; chronic tuberculosis; severe, protracted dysmenorrhoea, or other serious pelvic diseases; deformities, chorea and other nervous disorders; defects of sight and hearing.

"All applicants falling under Group 1 shall be accepted. All applicants falling under Group 2 shall be rejected."

The function of physical examinations was at first partly educational and partly protective for the schools. Physical disabilities and defects which are prejudicial to the most effective teaching were pointed out and the results of the examinations were considered as distinctly educational and precautionary in nature. High school graduates and candidates for entrance to the Normal School were found, according to the first annual report of the examining board, to be afflicted with such physical defects as in the great majority of cases could have been remedied during their school career. Likewise graduates of the Normal School were found to have been greatly affected by the severe strain of traveling across the city to attend the school and of completing the required course in the specified time. These physical examinations emphasize the fact that it is highly desirable that the physical condition of our high school students who seek to enter the profession of teaching should be given due attention both during their

high school course and during their term of residence at the Normal School. Apart from the value of such attention for the individuals themselves, the great importance of a sound body and a sound mind in each member of the teaching corps cannot be too urgently demanded nor can this feature of education be too much emphasized in the schools. The stress and strain of the profession of teaching in our complex city life are certain to make inroads on the physical strength and efficiency of the strongest, while the weakest are almost certain to fail. It is therefore essential that hygienic conditions be established and that the laws of healthful exercise be rigidly adhered to throughout the years of training of our future teachers. The number that are rejected on account of physical defects is not therefore the only criterion which justifies physical examinations. The precautionary aspect is important, but the educational feature of such measures is primary. The number of applicants with marked physical defects is diminishing, as is apparent from the fact that, though the exactions and requirements increase in rigor, the number rejected tends to diminish.

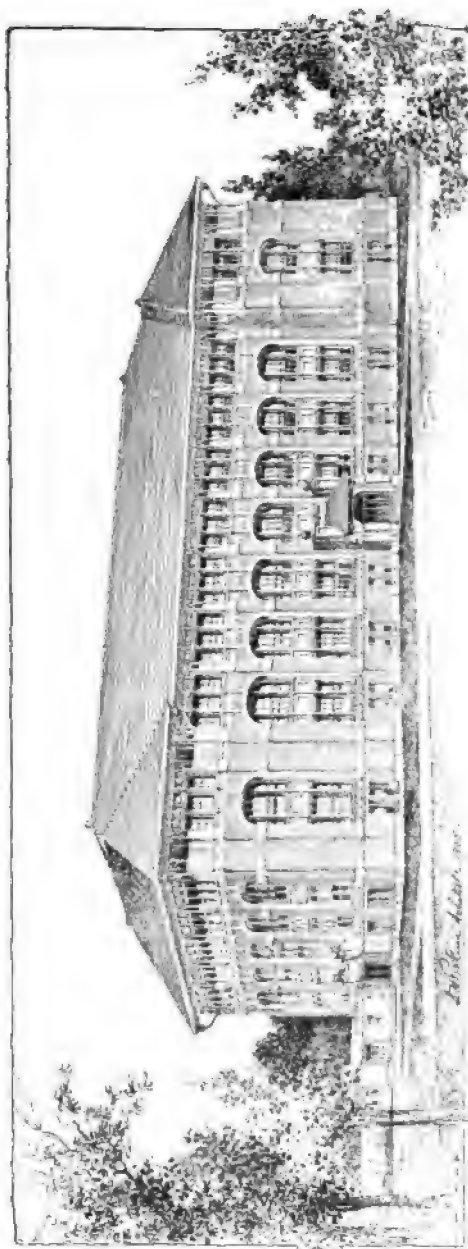
In the second annual report on the physical examination of applicants for admission to the Normal School and of applicants for positions as teachers in the Chicago Public Schools for the year ending October, 1901, out of 636 candidates 599 ultimately passed a satisfactory physical examination. From this date to the end of the school year 1905-6, 2,198 physical examinations were given to candidates entering the teaching corps of the city or the Normal School. Examinations were given to 643 candidates for admission to the Normal School and of this number thirty-two were rejected or about 5 per cent of the total number of applicants. In every case of rejection the candidate was given the benefit of a consultation with one of the regular staff of consultants and, as a consequence, only thirteen of the thirty-two originally rejected were ultimately considered as physically incapable of enduring the strain of preparation and the work of a teacher.

Before entering upon their cadetships the candidates of the Normal School were given a second physical examination. Of

2000

2000

2000



WASHINGTON SCHOOL.
Similar to the Jahn School.

a total number of 614 only seven were rejected and, after consultation and careful examination of each individual case, this number was finally reduced to two. Although the graduates of the Normal School are a selected group, these figures indicate that the Normal School training does not make exactions so severe as to disqualify any greater proportion of the number of students than the natural contingencies of life during the same period would produce. Between the dates indicated 941 candidates for the various positions of teachers in our system presented themselves for physical examination. Of this number 37 were rejected or nearly 4 per cent. After consultation it was found that one-half this number, or about 2 per cent, were considered physically incapable of performing the duties of their office to the advantage of the children under their charge.

I take this opportunity of expressing my gratitude to the members of the Board of Education, to the principals and teachers of the schools, and to the public generally, for their support during the past year. Such support is indispensable in the management of a great system of public schools, such as we have in Chicago.

Respectfully submitted,

E. G. COOLEY,
Superintendent of Schools.

APPENDIX

FOSTER DIPLOMAS.

The following named pupils received Foster diplomas
February 2, 1906:

Alcott School:

Thekla C. Johnson,
Ruth Calef.

Audubon School:

Rose M. Arens.

Austin Grammar School:

Elizabeth Alice Carey,
Marion V. B. Flett,
Alfhild Ebba Johnson,
Ida Lillian Manny,
Elizabeth May Lewis,
M. Louise Christian.

Avondale School:

Ada E. Thompson.

Alice L. Barnard School:

Helen H. Rasmussen.

Beale School:

Ethyl I. Sherman,
Mary E. Maus,
Earl T. Davis.

Blaine School:

Louise Larson,
Irene A. Johnson.

Myra Bradwell School:

Elizabeth Anderson.

Brainard School:

Florence M. Levering.

Brown School:

Howard L. Purdon.

Edmund Burke School:

Jessie Jewel Gumbiner.

Burley School:

Ella J. Blaul.

Robert Burns School:

Ella Ekstrom.

Ambrose E. Burnside School:

William D. Nannery.

Thomas Chalmers School:

Sylvia A. Chana,
Gladys N. Carlson.

Chase School:

Harvey B. Miller.

Colman School:

Isabelle D. Williams.

John C. Coonley School:

Edith G. Gyger,
Irene Keller.

John Crerar School:

Mary Edna Lehman.

George Wm. Curtis School:

Florence Olson.

Charles R. Darwin School:

Estelle G. Malmstrom.

James R. Doolittle, Jr., School:

Anna W. MacLaughlin,
Melbert W. Lorch,
Christian W. Schartz.

Douglas School:

Tanetta E. Vanderpoel.

John B. Drake School:

Rose V. Michaelis,
Lillian M. Donoghue.

Charles W. Earle School:

Catherine Miles.

John Ericsson School:

Allyn M. Shaffer,
Lucile Harden.

Farren School:

Annie Mauger,
Ruth Kuney,
Lucy A. A'Hern.

Herman Felsenthal School:

Sadie B. Spielberger,
Henry Stern.

- Melville W. Fuller School:
Silas Hayner,
Helen Earle,
Esther Buchanan.
- Gallistel School:
Ernest F. Steinweg.
- Garfield School:
Rebecca Cohen.
- W. C. Goudy School:
M. Esther Kelly.
- Grant School:
Hazel May Renner,
Anna Ripley Newman.
- Nathaniel Greene School:
Walter J. Dillon.
- Gresham School:
Olga S. Johnson,
Lula May Chambers.
- Harrison School:
Emma L. Schenk,
Oscar C. Leason.
- Healy School:
Thos. Freauf.
- Holmes School:
Martha L. Zetterberg.
- Irving School:
Edith E. Stokes.
- Jefferson School:
Walter T. Daly.
- Kershaw School:
Ethel Inus De Forest.
- King School:
Glenn Davies.
- Kinzie School:
Anna Young.
- Knickerbocker School:
Sydney K. Johnson.
- Charles Kozminski School:
Curtis Rowbotham.
- Lake Grammar School:
Frederick Huscher.
- Langland School:
Mary Rosalee Hulsman.
- La Salle School:
John Esschen.
- Lewis-Champlin School:
Myrabelle M. Sherwood.
- Henry D. Lloyd School:
Thos. William Russell.
- Longfellow School:
Raymond C. Herschman.
- James Madison School:
Blanche Olive Hayes,
Harry Elmer Erickson.
- Marquette School:
Harry Winitzky,
Elizabeth Edwards.
- John Marshall School:
L. Reginald Larson,
Glenn Fish Vivian,
Elsie C. Chalder.
- McCosh School:
Irene K. Stoddard,
Helen A. R. Dunlavy.
- McPherson School:
Robert Earl Warwick.
- Medill School:
Sylvia Sideman.
- James Monroe School:
Kitty K. Gyndorff.
- Bernhard Moos School:
Lucy G. Oetzel.
- Morris School:
Mildred A. Chinlund.
- Samuel F. B. Morse School:
George E. Pfeiffer.
- Moseley School:
Wilhelm F. H. C. Herder.
- Pullman School:
Mirah Jones.
- Hermann Raster School:
Clara M. Berndt.

Ravenswood School:
Helen E. Bodine,
Myrtle Jessie Kinch.

Ray School:
Lois Whitley,
Kenath Sponsel.

Raymond School:
Mabel B. Lee.

Paul Revere School:
Mabel E. Cox.

Rose Hill School:
Clara C. Hollesen.

Ryerson School:
Mabel Ackerman,
Julia Gibson.

Scanlan School:
Sebastian Groenendyk.

Shakespeare School:
Maude Lewis.

Mark Sheridan School:
Barbara A. Volkstorf.

Shields School:
Rose Plattner.

John M. Smyth School:
Sarah Schater.

Sumner School:
William C. Gorman,
Marie K. Logan.

Tennyson School:
Sylvia E. Adams.

Van Vlissingen School:
Wm. Harry Zellema,
Arthur E. Zern.

James Wadsworth School:
Helen Holmberg,
Etta Findlay,
Constance Brown.

Ward School:
Olga L. Anderson.

Joseph Warren School:
Hilda E. Johnson.

Webster School:
Eugene Lampert.

D. S. Wentworth School:
Marie K. Molloy.

West Pullman School:
Erma D. Roberts.

Frances E. Willard School:
Lillian Adele Ross,
Elizabeth B. Morgan,
Earl Weil,
William Hopkins.

Parkside School:
Walter Bihler.

FOSTER DIPLOMAS.

The following named pupils received Foster diplomas
June 29, 1906:

John Q. Adams School:
Esther Helen Holmberg,
Thomas Lundberg,
Harry Loes.

Agassiz School:
Norma F. Hodel,
Gwyneth V. Roberts.

Andersen School:
Edith Elizabeth Pederson,
Esther Rosenburg,
Sarah Brown,
Katherine Reinhardt,
Ella Luedemann.

P. D. Armour School:
Eugenia F. Chmielewski.

Arnold School:
Meta M. Baumgartner,
Faith F. Hitchcock,
Lillian B. Platt.

Auburn Park School:
Ruth E. Winters.

Audubon School:
Henry Pfaffenberger,
Fred R. Daehler,
Irene Dunberg.

Austin Grammar School:
May E. McGann,
Ruth Emerson MacGill,
Esther Olivia Olson,
Mabel Gertrude Lundquist,
Mary S. Bullen.

Avondale School:
Edith K. White,
George D. Kolloch,
Beulah M. Brown,
Ruth M. C. Setterlind,
Martha Till.

Bancroft School:
Ethel Sandeen,
Elmer Hansen,
Dorothy Floreen.

Alice L. Barnard School:
Jean Kimberley Ripley,
Mildred Herrod.

Alcott School:
Maude E. Anderson,
Ernst F. Stille,
Minnie K. Hoppfan,
A. Marguerite James,
Mabel E. Pitkin,
Caryl W. Rowan.

Perkins Bass School:
Elsie E. Haack,
Anna M. Thomsen,
Marion E. Hannaford.

Beale School:
Esther Elizabeth Sylander,
Mabel Florence Carlson,
Bertha L. Mosely,
Carl Deisenroth,
Albert E. Swanson.

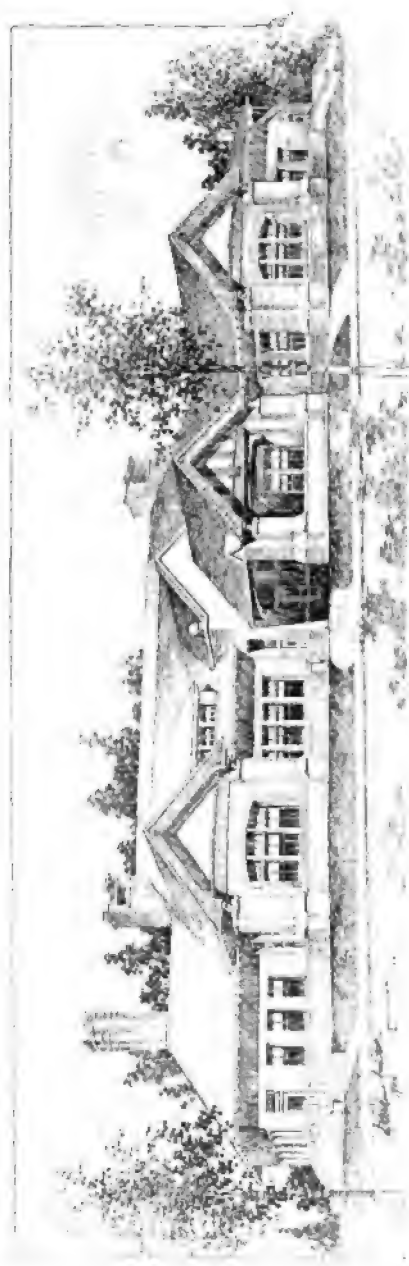
Beaubien School:
Elizabeth Voss,
Mabelle Anderson.

Jacob Beidler School:
Ruth H. Pearse,
Myrtle A. Brougham,
Louise J. Swartout,
Ruby E. Tate,
Leonore Ray.

Hiram H. Belding School:
Alice S. Harene,
Russell C. Meeker,
M. Elizabeth Watson,
Lucile C. Robertson,
Mabel Kingsley.

Bismarck School:
Anna Jarchow,
Edward Duncanson,
Florence Palmer,
Alma Meister.





JESSE SPALDING SCHOOL.
For Crippled Children.

Blaine School:

Marie Isabel Leonard,
Adelia Edna Will,
Lillie Helen Johnson.

Bowmanville School:

Martha Amollia Matilda Johanson.

Myra Bradwell School:

Elsie E. Greene,
Estelle M. Angier.

Brainard School:

Elsiemarie Fritz.

Thomas Brenan School:

Elsie Fehr,
Ella Simon.

Brentano School:

Jeanette Blum,
Viola A. Kuflewske,
Ruth L. Andres,
Mabel J. Erickson,
Gladys E. James,
Herbert W. Off,
Florence E. Atchley,
Walter H. Andersen,
Clara J. Schreiber,
Arthur H. Weiss.

Brown School:

Marion Newhall White,
Bessie G. Nelson,
Margaret A. Hoehn,
Harry Gerhardt,
Elsie Louise Birdsall.

Brownell School:

Ruth Ryther,
Carl William Art.

Bryant School:

Matthew Benesh,
Mary Faigl,
Martha Krause.

Edmund Burke School:

Austin Lord.
Roberta Skene.

Augustus H. Burley School:

Margaret R. Peters,
Amelia Elander,
Bertha Schroeder.

Robert Burns School:

Eva May Mitchell,
Hattie C. Seiler.

Ambrose E. Burnside School:

Christine P. McArthur.

Burr School:

Edward Glick,
Sadie R. Dorf,
Joseph Kornbrod,
Martha L. Benson.

Burroughs School:

Ellen Elizabeth Pearson,
Edward Wopinski.

Calhoun School:

Victor Wooten,
Roland Daley,
Frederic Kilner,
Donald Fox,
Myron Pugh,
Ross McClure,
Theodore Fisher.

D. R. Cameron School:

Gertrude Margaret Allen,
Eunice Breta Aikman,
Edna Marie Short,
Lillian Lawrence Gilbertsen,
Joseph Merritt Aikman.

Carpenter School:

Lydia Rettke,
Valborg Sonander,
Ella W. Stiebler,
Willie Ratzer,
Alida Lundahl,
Ella C. Bergh.

Carter School:

Helen M. Gross,
Frederick Mayer,
Ida Hope Phillips,
Florence Bartholomew,
Clara Leavitt.

Thomas Chalmers School:

Lucile Tatum,
Julia R. Witous,
Bertha C. Brehm,
Alma Barkman.

Chase School:

John Olsen,
Marie J. Hanson,

Chicago Lawn School:

Leta M. Browne,
Ray Imig.

Clarke School:

Kate Evenhouse,
Lillian E. Horn,
Emily V. Dyer,
John F. Deinhart.

Henry Clay School:

Maybell E. Nelson.

Colman School:

Ella C. Rath,
Hazel A. Dallach.

Columbus School:

Flora Runde,
Agnes J. Olsen,
Lydia Hill.

John C. Coonley School:

Bertha A. Rohner,
Earl A. Lerner,
Isabel Melick.

Cooper School:

Helen M. Lewandowska,
Zdenek Klecka,
Florence B. Forst.

Copernicus School:

Signe M. M. Swanson.

Cornell School:

Ethel H. Hanevold,
Grace M. Miller.

John Crerar School:

Charlotte I. Pengilly,
Louise H. Ritter.

George Wm. Curtis School:

Belle Perrie,
Edith Dobie,
Josephine Kleinhuizen.

Dante School:

Antonia Marzano.

Charles R. Darwin School:

Frank W. Maronn,
Joyce M. Lutz,
Ottomar A. L. Kolb,
Ethel E. Modene.

George Dewey School:

Elizabeth Scarry,
Irene Vennell,
Frank J. Schick,
Mary Kerriss.

James R. Doolittle, Jr., School:

Eva Barnett,
Lela M. Arrington,
Wilhelmina MacDonald,
Nicholas L. Dyckman.

Dore School:

Blanche Klein,
Jennie Casty.

Douglas School:

Nellie R. Kirkpatrick,
Irving B. Rosenthal,
Lillian Weinberg,
Herbert Kappleman.

John B. Drake School:

Albert E. Sawyer,
Thomas Broadus Shearman,
William Charles Cook.

Drummond School:

Caroline A. Janosek,
Martha M. Peters.

Charles W. Earle School:

Leo Hardt,
Rose Tyler.

Emerson School:

James Henry O'Brien,
Nellie Mae McPherson,
Edith M. Swinbank.

John Ericsson School:

Edna M. McFarland,
Gertrude L. Ford,
Minnie C. Ferguson.

Everett School:

Helen A. Leonard,
Sarah F. Schewe.

Fallon School:

Jennie Hansen,
Mella A. Blake,
Charles T. Riley.

Farragut School:

Clara Frances Houdek,
Bessie Frances Capek,
Alfred Lukasek.

- Farren School:**
Jennie F. Lutton,
Milly E. Fox.
- Herman Felsenthal School:**
Alma Stock,
Alfred Long.
- Fernwood School:**
Lester B. Todd.
- Eugene Field School:**
Alan Vasey Arragon,
Isabel F. Chamberlin,
Lucile Cazier,
Grace M. Seaman.
- John Fiske School:**
Dora E. Brown,
Annie Bufenstein,
Ruth Hopkins.
- Forestville School:**
Florence LeFever,
Evelyn Elizabeth Moffatt,
Bessie Elizabeth Rogan,
Marie Kee,
Jessie Ker,
Jeanette Stiles,
Harry Lewis Case,
John Norris.
- Foster School:**
Jacob Michlowsky,
Dora Aroner,
Rose Klausner,
Dorothy Stein,
Bessie Glickman.
- Franklin School:**
George H. Rogers,
Gertrude Reichman,
Gregory F. Rocca,
Mary F. Albright.
- Froebel School:**
Harry E. Larson,
Mary C. Neuberg,
Lillian W. Schultz.
- Melville W. Fuller School:**
Hattie Arnstein,
Alice Heath,
Harold Geigerman,
Erna Olschner.
- Fulton School:**
Mary A. Vesely.
- Gallistel School:**
William Frederick Claussen,
Elizabeth Ruth Stieglitz.
- Garfield School:**
Louis Cohen,
Nathan Cohen.
- Gladstone School:**
Emma P. Dahlinger,
Anna M. Obermeyer,
Israel M. Sevin.
- Goethe School:**
Florence L. Breyer,
Harriet E. Nordmann,
Herbert Diven,

Lillian Roehlke,
Emily Neumann,
Affie Page.
- Oliver Goldsmith School:**
Esther Glick,
Ella Wittenberg.
- Goodrich School:**
Harry Paul Baumann,
Nathaniel Blitzstein,
Ida Lowenthal.
- W. C. Goudy School:**
Joseph W. Lind,
Grace C. Wiegman,
J. Vera Beyer,
Agnes J. Foertsch,
- Graham School:**
Benice A. Cummings,
Cassie G. Noel,
Florence E. Ayers.
- Grant School:**
Ethel M. Pierce,
Martha Llewellyn,
Frances R. H. Patterson.
- Horace Greeley School:**
Perrin B. Root,
Richard Hardy,
Helen A. Barringer,
Richard Munzer,
Marshall G. Simonds.

- Nathaniel Greene School:
Ella Victoria Chantler,
Arthur Herman Cremieux.
- W. Q. Gresham School:
Carrie Emma Krapp,
Ethel May Meyer.
- Hamilton School:
Minnie Stroscher,
Dorothy I. Buester,
Louise E. Mayer.
- John H. Hamline School:
Fanny M. Mathauser.
- Hammond School:
Christine C. Klusak,
Ebba F. Alberg,
Ruth C. Anderson.
- Hancock School:
Arthur Sheldon Larson,
Viola Elizabeth Hill.
- Harrison School:
William J. Vana,
Walter W. Werner,
Elizabeth L. Jamieson.
- Harvard School:
James St. Lawrence,
Robert Rauch.
- Haven School:
Ida Fogelson,
Rose E. Maremont.
- Hawthorne School:
Mae Francelia Anderson,
Jeanette M. Snyder.
- Hayes School:
Hazel L. Grandstrand,
Edna E. Cherry.
- Headley School:
Anna Sokup,
Birdella Drom.
- Healy School:
Herbert F. Baumgartner,
Edward F. Chap,
Clara M. Ziegler.
- Hendricks School:
Rhoda I. Pfeiffer,
Frederick Herder.
- Patrick Henry School:
Lillie Johnson,
Bertha Neuckranz.
- Holden School:
Catherine Breckwoldt,
Bertha Dupke,
Elsie Schwandt.
- Oliver Wendell Holmes School:
Ellen E. Nielsen,
Esther M. Johnson,
Mabel G. Metcalf,
Mona Regina Green.
- George Howland School:
Edgar Leighty,
Helen J. Hancock,
Elsie Happel,
Mazo Colliver,
J. Marie de Bey,
Catherine Stevens.
- Irving School:
Hannah Guttman,
Walter Jackson,
Marie A. Stitt.
- Irving Park School:
Alger Haller,
Stanley Wallbank,
Henry Valkenaar.
- Andrew Jackson School:
Rebecca Spilg,
Nathan Cohn.
- Jefferson School:
Isaac Cohen,
Mae Clara Joy,
Rahl Geraldine Perlow.
- Edward Jenner School:
Effie A. Johnson,
Ellen V. Anderson,
Hulda D. Steiner.
- Frank J. Jirka School:
Lottie Schulz.
- Jones School:
Esther Slonimsky.
- Joseph Jungman School:
Vlasta Sikyta.
- Keith School:
Ethel Clark.

Kenwood School:
William H. Lyman,
Dorothy O. Schofield.

Kershaw School:
Maxwell Wald,
William Clyde Adams,
Herbert S. Walin,
Mabel Osterbeek,
Ruby Julia Nisbet,
Michael J. Shine.

King School:
Blanche Goldman,
Dorothy Forsyth.

Knickerbocker School:
Mabel Gilman,
Edward Richter,
Mabel Sullivan,
Howard Shaver.

Komensky School:
Alma Vopicka.

Thaddeus Kosciuszko School:
Jacob Theophilus Nachowitz.

Charles Kozminski School:
Rose Hickey,
Wilma Vier,
Anita Vier.

La Fayette School:
Hazel F. M. Larsen,
Laura A. Leach,
James R. Birkelund,
Alice L. Grotnes,
Lillie E. Miller,
Clara Ovestad.

Lake Grammar School:
Jerry H. Donohue.

Langland School:
Gladys Imogene Butcher,
Rubie Kaufman.

La Salle School:
Adeline A. Niemeyer,
Robert Louis Schirmer,
Reuben A. Schick.

Victor F. Lawson School:
Ruth E. Gfroerer,
Joseph M. Brandstetter.

Lewis-Champlin School:
Vera R. Brown,
Victor E. Johnson,
Fern McClelland,
Warren Shepard,
Helen M. Lorscheider,
Wilbur H. Michael.

Arthur A. Libby School:
Edna A. Bell,
Anna S. Grotjahn,
Norman Collins.

Lincoln School:
Eveline A. von Babo,
Harry B. Griesbach,
Gage Crane.

Lincoln School:
Elenora C. Welander,
William F. Schumann,
Grace Ruxton.

Linne School:
Walter Mandelkow,
Sarah Genevieve Roche.

Henry D. Lloyd School:
Dorothy K. Wood,
Anna Rozanski,
Emma Lillian Twigg.

Logan School:
Nellie May Lawson,
Irene Harley.

Longfellow School:
Lilian Weaver,
Marguerite Symonds,
Paul Mollenhauer.

Lowell School:
Ernest Cochran,
Bertha J. Langguth,
V. Hugo Hansen,
Martha K. Burton,
Albert Vander Kloot.

James Madison School:
Mary Krucek.

Manierre School:
Elsie Maria Fischer,
Charlotte Margaret Burmester.

Horace Mann School:
Elizabeth C. Bell,
Minnie M. Weise.

Marquette School:

Grace L. Parmele,
Gladys G. Gilbert,
Madeline C. A. Pieroni,
Gladys M. Middleton,
Hattie Jacobs.

J. L. Marsh School:

Ogda D. Olson,
John J. Riley.

John Marshall School:

Margaret E. Puster,
Elizabeth G. Howland,
Bernice Anderson Chapman.

McAllister School:

Margaret McCarthy,
Catherine F. Ambrose.

McClellan School:

Mary Mullaney,
Arthur A. Fleischer,
William J. Rintoul,
Mary T. Kubes,
Katherine L. Guinea.

James McCosh School:

Clara Victoria Woods,
Olive A. Fairweather.

John McLaren School:

Elsie Bower,
Esther Yampolsky,
Bernard Vinissky,
Evelyn V. Mathien,
Ruth L. Hester,
Harry K. Gerwig.

James B. McPherson School:

Julia Lehigh Fuller,
Lucile S. Urban,
Harriet Elizabeth Gates,
Emilie Judd Crocker.

Medill School:

George H. Daskal.

Ellen Mitchell School:

Mary M. Hardman,
Alma F. Haug,
Millie Gohr.

James Monroe School:

Marion Hansen,
Clara Aulie,
Gertrude Evenson.

Montefiore School:

Samuel Dolark.

Bernhard Moos School:

Bernhard P. Ringstrom.

Robert Morris School:

Alice Brough,
Emma Rischke.

Samuel F. B. Morse School:

Phoebe Margaret Reynolds.

Moseley School:

Lillian V. Hedberg.

Motley School:

Lillie C. Swanson,
Ida M. Larsen,
George J. Trinkaus.

Mulligan School:

Lillian B. Bandalin,
Emilia L. J. Schuster.

Henry H. Nash School:

Mona May Sayle,
H. Harold Sunderlin,
Jennie Gladys Rankin,
John Wigren,
Bessie E. Hjorth.

Louis Nettelhorst School:

Margaret R. Aumann,
Adeline A. Rassman,
Helen Marie Decker,
Adele Lauterjung,
Sophie Bondeson.

Newberry School:

Katherine A. Strassheim,
Gustav W. Krause,
Kathryn L. Dahme.

Wm. Penn Nixon School:

Mabel Thompson,
Signe Hwass,
Hedwig Olsen.

Norwood Park School:

Gertrude E. Aby.

Oakland School:

Walter N. Hiller,
Mary West Dodds,
Ruth Mitchell.

- Ogden School:**
Susie C. MacMillan,
Edna Hester Bausch,
Nora Gladys Worrall.
- Richard Oglesby School:**
Ina L. Moss,
Janetta M. Woodward.
- James Otis School:**
Christine Jacobson,
Stanley Henry Dombroski.
- Parkman School:**
Hattie Newstrom,
Charles Markus,
Mabel Rusk,
Hildegard Nordstrom.
- Park Manor School:**
Abel Klooster.
- Parkside School:**
Rolf Suckow Hoff,
Oscar B. Johnson.
- Peabody School:**
Louise M. Bertaux.
- Pickard School:**
Marie A. Kriz,
Sophia M. Vetrovec,
Bernard N. Swanson,
Ida S. Natt.
- Ambrose Plamondon School:**
Mary I. C. Fee,
Lee J. Hruby.
- Prescott School:**
Bessie Dack,
Max Fritzche,
Lottie Schroeder.
- Pulaski School:**
Ella Jantz.
- Pullman School:**
Kate Jelsma,
Lavinia Jordan,
Hulda Schulte.
- Hermann Raster School:**
Thomas Muscato,
Rose Scanlon.
- Ravenswood School:**
Anna M. Murphy,
Harold Brown,
Eva Reckard,
Mabel P. Gastfield.
- Ray School:**
Edward Thomas,
Lucile A. Young,
H. Louise Mick.
- Raymond School:**
Ernestine V. Oldham,
Henrietta H. Graff,
LaDonne H. Paulet.
- Paul Revere School:**
Mae A. Sparrow,
Walter W. Taylor.
- Rogers School:**
Sadie Weiss.
- Rose Hill School:**
William E. Meyer.
- Ryerson School:**
Bessie L. Benson,
Verna A. Trathen.
- Scammon School:**
Etta M. Steward,
Mary Fogel,
Pauline Rosenthal.
- Scanlan School:**
Nellie Evers,
Emmy L. Meyer,
Anna B. Blair.
- Schiller School:**
Signe S. Sandgren.
- Winfield Scott Schley School:**
Morris Nathan,
Sophie Weber,
Augusta Warshau.
- George Schneider School:**
Anita Anderson,
Helen Woelfel,
Martha Kooi.
- Walter Scott School:**
Mary E. Maver,
A. Lucille Coleman.

Seward School:
Ignacius N. Knast,
Antoinette Chapek.

James A. Sexton School:
Alec Brandner,
Esther M. Cato.

Shakespeare School:
Mary Larzelere,
Sylvia Friedman.

Sheldon School:
M. Dorothy Philbrick,
Maud L. Neville,
George A. Peterson.

Mark Sheridan School:
John Hacuschen,
Henry Hofmann.

Phil Sheridan School:
Grace Read,
C. Wilhelmine Andersen,
Irene S. Gibson.

Sherman School:
Edith Johnson,
Gertrude L. Crooks.

Sherwood School:
Clarence Oscar Eckerman,
Lillian Louise Nelson,
Alice Gunhild Johnson,
Bertha M. Thorngren,
Eva Helene Peigh,
Marguerite Gleason.

James Shields School:
Casmir Dryzcinski.

Skinner School:
Beulah J. Cummings,
Lee P. Millard,
Winifred L. Mayor,
Amber A. Meath,
Hazel E. Johnston.

John M. Smyth School:
Frances Shapiro,
Dora Goodman,
Abraham Brownstein.

Herbert Spencer School:
Dana Humphrey.

John Spry School:
Edward Kominek,
Helen Josephine Reindl,
Lillian Ruzicka,
James Bohaty.

Henry M. Stanley School:
Emanuel Friedman.

Harriet Beecher Stowe School:
Emil F. Steelhammer,
Elmer N. Bunting,
Minnie Goldstein,
Lillian D. Samson,
Lillian V. Hogren.

Wm. K. Sullivan School:
Mary Lewandowski,
Ellen Franzen.

Sumner School:
Ruth Miller,
Pierce W. Hamilton,
Lester E. Sweinhart,
Clifford M. White,
William E. Fleiss.

David Swing School:
Minnie Gaerttner.

Talcott School:
Marie Johnson,
Sigrid C. Frees,
Minnie Pollack,
Mamie Bredehoft.

Taylor School:
Carl H. Lekberg,
Hazel G. O'Hara.

Alfred Tennyson School:
George P. Kent,
Jessie E. Taylor.

George H. Thomas School:
Frederick Meyn.

J. N. Thorp School:
Ruth E. Johnson,
Christian Swanson,
Elsie M. Giese.

Throop School:
Anna Hrubby,
Rosa Karasek.

Tilden School:
Elsie D. Stoll,
Mary A. McDonnell,
Bertha H. Linville.

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ACQUISITION
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Tilton School:

Ruth Louise Allen,
Laura Marie C. Kane,
Mary Ada Bacon.

Van Vlissingen School:

Jennie Ton,
Barbara Kuhnlein,
Hilda Waalkes.

Von Humboldt School:

Julia Rochlitz,
Millicent A. Pollaschek,
Borghild Dahl Olsen,
Fred F. C. Baumann,
Ella Louise Larsen,
Mabel Weil,
Alice Harriet Peterson,
Margaret Wegener,
Mary Gillies,
Anna Kroeger.

James Wadsworth School:

Lura Taylor,
Roby Roberts,
Isabel Hall.

Walsh School:

Eleanor Kalal,
Olga Vrana,
Arthur Hoff.

Ward School:

Walter F. Jackson,
Emma M. Anderson.

Joseph Warren School:

Leroy Quant.

Washburne School:

Morris Levinson,
Sarah Greenberg,
Sam Epstein,
William H. Kurzin,
Florence A. Finn.

Washington School:

Esther Carr,
Erminia J. Lauletta,
Mae V. Jacob.

Webster School:

Lena J. Wegner,
A. Florence Thompson.

Wells School:

Matilda Bruxer,
Benjamin Goldberg,
Sophia Przybylski,
Alice Martin,
Hazel Klank,
Henrietta Zuckerman.

D. S. Wentworth School:

Magdalena Dalk,
Charlotte Allen,
Ebba Lagerstrom,
Viola Burgett,
Margaret Reid.

West Pullman School:

Jessica I. Nelson,
Jennie E. Boand,

Eli Whitney School:

Johanna Zander,
Agnes Helein.

Whittier School:

Albert N. Wallin,
Lena A. Weiss,
Anna M. C. Johnson.

Wicker Park School:

Daniel W. C. Becker,
Stephen Love,
Grace S. Anderson.

Frances E. Willard School:

Delphine Holthoefer,
Walter M. Heyman,
Harvey L. Harris,
Beatrice E. Greenebaum.

Richard Yates School:

Josephine Thormann,
Myrtle C. J. Johnson,
Julia M. Knott,
Archibald C. Pye,
Elsa V. Swanson,
Edwin C. Johnson.

SUMMARY.

Showing enrollment, membership, attendance and promotions in the several schools, together with the per cent of attendance and the per cent of promotions for the year ending June, 1906:

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
Chicago Normal	435	866.4	858.4	427	97.8	116.5
Austin High	499	454.0	435.7	339	96.0	74.7
Calumet High	352	322.9	306.1	272	94.8	84.2
Crane, Richard T., Manual Training High	1,097	1,004.6	975.8	619	97.1	61.6
Curtis, Geo. Wm., High	260	202.5	191.8	145	94.7	71.6
Englewood High	1,171	1,019.5	970.8	790	95.2	77.5
Hyde Park High	1,404	1,232.8	1,162.4	925	94.3	75.0
Jefferson High	263	244.0	238.7	210	97.9	86.1
Lake High	355	298.6	288.6	141	96.7	47.2
Lake View High	1,414	1,276.1	1,221.3	859	95.7	67.3
Manual Tr. High (Hoyne)	98	83.7	80.9	68	96.6	81.2
Manual Tr. H. (S. D. H.)	132	97.1	94.3	63	97.1	64.9
Marshall High	855	708.2	655.9	451	92.8	64.1
McKinley, William, High	1,088	944.3	901.3	731	95.4	77.4
Medill High	618	552.7	524.4	411	94.9	74.4
Tuley Murray F., High	1,017	855.0	811.3	578	95.1	67.2
Phillips, Wendell, High	1,827	1,639.3	1,539.6	904	92.9	55.1
South Chicago High	396	359.2	346.1	244	96.3	67.9
Waller, Robert A., High	823	735.9	701.9	594	95.4	80.7
Adams, John Q.	1,417	1,115.1	1,052.1	917	94.4	82.2
Agassiz	1,177	1,087.9	1,045.2	826	96.1	75.9
Alcott	1,292	1,155.2	1,102.2	982	95.4	85.0
*Altgeld	119	832.0	811.8	361	97.6	43.4
Andersen	1,750	1,515.5	1,415.0	1,247	98.4	82.3
Armour, P. D.	1,061	796.3	739.4	552	92.9	69.3
Arnold	1,298	1,110.1	1,048.7	920	94.5	82.9
Auburn Park	489	392.7	365.3	324	93.0	82.5
Audubon	1,245	1,142.5	1,098.4	947	96.1	82.9
Austin Grammar	476	422.4	408.6	348	96.7	82.4
Avondale	1,416	1,262.3	1,196.2	1,123	94.8	88.9
Bancroft	1,034	918.7	877.5	767	95.5	83.5
Barnard, Alice L.	754	659.2	618.1	597	93.8	90.6
Bass, Perkins	1,639	1,267.4	1,184.5	907	93.5	71.6
Beale	2,113	1,532.4	1,465.0	1,371	95.6	89.5
Beaubien	572	504.9	469.8	516	93.0	102.2
Beidler, Jacob	743	646.3	603.7	614	92.4	95.0
Belding, Hiram H.	1,236	1,137.2	1,079.8	1,055	95.0	92.8
Bismarck	1,440	1,263.8	1,203.0	1,060	95.2	83.9
Blaine	1,326	1,232.2	1,186.5	1,002	96.3	81.3
Bowmanville	483	430.9	412.8	359	95.8	83.2
Bradwell, Myra	1,036	878.9	814.7	681	92.7	77.5
Brainard	679	588.1	556.9	428	94.7	72.8
Brenan, Thomas	750	605.8	554.2	434	91.5	71.6
Brentano	1,510	1,405.2	1,360.5	1,261	96.8	90.0
Brown	1,360	1,094.7	1,052.5	1,114	96.1	101.8
Brownell	595	495.5	469.1	354	94.4	71.3
Bryant	1,625	1,447.6	1,398.0	1,351	96.6	93.3
Burke, Edmund	716	604.4	567.1	450	93.8	74.5
Burley, Augustus H.	1,197	1,072.6	1,021.8	796	95.3	74.2
Burns, Robert	2,243	1,767.5	1,701.5	1,009	96.3	57.1
Burnside, Ambrose E.	955	797.9	751.8	650	94.2	81.5
Burr	2,444	1,977.5	1,860.7	1,485	94.1	75.1

REPORT OF THE SUPERINTENDENT.

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SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
Burroughs	1,182	916.1	858.1	476	93.1	52.0
Byford, Wm. H.	603	538.2	508.2	446	95.3	84.4
Calhoun	1,339	1,112.0	1,056.7	891	95.0	80.0
Cameron, D. R.	1,586	1,454.4	1,387.3	1,211	95.4	83.3
Carpenter	1,516	1,363.7	1,293.1	1,321	94.8	96.9
Carter	1,071	924.3	870.0	763	94.1	82.6
Chalmers, Thomas ..	977	822.4	779.1	774	94.7	94.1
Chase	1,163	1,017.5	960.7	853	94.4	83.8
Chicago Lawn	899	787.0	752.9	583	95.7	74.1
Clarke	1,711	1,478.7	1,410.4	1,212	95.4	82.0
Clay, Henry	488	404.2	379.4	313	93.8	77.4
Colman	986	777.9	711.8	592	91.5	76.1
Columbus	911	806.8	760.0	636	95.3	78.8
Coonley, John C.	1,396	1,240.6	1,183.9	1,052	95.4	84.8
Cooper	1,330	1,103.5	1,055.1	797	95.6	73.2
*Copernicus	97	931.5	882.2	689	94.7	74.0
Corkery, Daniel J.	808	769.9	736.0	45	95.6	Clear
Cornell	1,139	971.0	891.1	604	91.8	62.2
Crerar, John	813	641.2	602.7	510	94.0	79.5
Curtis, George Wm.	1,218	1,046.6	991.6	918	94.7	87.7
Dante	2,092	1,732.0	1,638.6	1,291	94.6	74.5
Darwin, Charles R.	1,412	1,171.1	1,119.7	927	95.6	79.1
*Davis, Nathan Smith.	44	492.6	472.1	237	95.7	46.1
Dewey, George	1,152	1,022.9	966.5	722	94.5	70.6
Doolittle, Jas. R., Jr.	1,257	1,066.3	999.4	950	93.7	89.0
Dore	1,422	1,093.5	1,041.5	957	95.2	87.5
Douglas	1,225	1,113.8	1,052.4	976	94.5	87.6
Drake, John B.	1,122	948.8	893.1	858	94.1	90.4
Drummond	1,453	1,168.6	1,085.2	920	93.7	79.4
Earle Charles Warrington ..	1,586	1,212.1	1,136.0	875	93.7	72.2
Emerson	963	787.5	735.9	624	93.4	79.2
Emmet, Robert	663	543.1	511.1	431	94.1	79.2
Ericsson, John	1,236	1,062.4	1,005.4	877	94.6	82.5
Everett	1,026	861.3	812.0	751	94.3	87.2
Fallon	1,346	1,029.3	935.7	723	90.9	71.1
Farragut	1,881	1,677.9	1,615.6	1,111	96.8	66.2
Farren	1,118	936.4	863.9	875	92.2	93.4
Felsenthal, Herman	1,084	931.5	877.1	710	94.2	76.2
Fernwood	285	248.8	229.2	392	92.3	117.6
Field, Eugene	1,010	869.4	815.9	690	93.8	79.4
Fiske, John	678	606.8	567.8	566	93.6	93.3
Forestville	1,561	1,276.1	1,210.2	1,099	94.8	86.1
Foster	2,263	1,958.1	1,855.6	1,598	94.8	81.6
Franklin	1,380	1,292.0	1,232.5	1,029	95.4	79.7
Freebel	1,235	1,046.1	982.1	855	93.9	81.7
Fuller, Melville W.	781	610.2	577.1	576	94.6	94.4
Fulton	1,280	1,123.9	1,059.7	951	94.3	84.6
Gallistel	1,371	1,169.4	1,091.2	736	94.1	63.5
Garfield	1,554	1,323.3	1,234.6	997	93.8	75.3
Gladstone	1,142	913.3	866.7	739	94.9	80.9
Goethe	1,173	1,062.5	1,005.4	1,054	95.5	100.1
Goldsmith, Oliver	1,215	1,031.1	974.4	808	94.5	78.4
Goodrich	1,617	1,392.9	1,306.0	1,106	93.8	79.4
Goudy, W. C.	1,587	1,433.5	1,372.4	1,090	95.7	76.0
Graham	932	803.0	738.9	676	92.0	84.2
Grant	943	775.8	730.2	676	94.1	87.1
Greeley, Horace	1,334	1,113.5	1,062.0	914	95.4	82.0
Greene, Nathaniel	1,303	982.0	901.5	819	91.8	83.4

PUBLIC SCHOOLS.

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
Gresham	981	846.0	789.0	759	93.2	89.7
Hamilton	1,229	1,098.1	1,053.6	881	95.9	80.2
Hamline, John H.	1,493	1,151.7	1,058.2	836	91.9	72.6
Hammond	1,311	1,144.7	1,100.8	1,032	96.1	90.0
Hancock	674	546.3	507.1	430	92.8	76.9
Harrison	1,924	1,610.6	1,484.4	1,320	92.3	82.0
Hartigan	529	422.3	386.5	327	91.5	77.4
Harvard	397	370.7	345.1	371	93.0	100.0
Haven	1,134	862.1	788.1	709	91.4	82.2
Hawthorne	1,449	1,289.2	1,230.3	947	95.1	73.5
Hayes	871	698.9	655.6	544	94.5	78.4
Headley	813	632.6	585.9	527	94.1	84.6
Healy	1,613	1,432.4	1,366.0	1,211	96.0	85.1
Hedges	836	710.9	667.0	585	93.8	82.3
Hendricks	927	779.5	729.8	647	92.6	85.6
Henry, Patrick	970	943.4	902.5	932	95.7	98.8
Holden	1,809	1,446.7	1,344.4	1,019	92.9	70.4
Holmes	1,223	1,123.6	1,080.0	1,019	96.1	90.7
Howe, Julia Ward	538	477.3	458.7	430	95.1	85.0
Howland, George	1,314	1,188.0	1,129.9	955	95.1	80.4
Irving	815	781.2	685.0	670	93.7	91.6
Irving Park	1,059	917.0	872.8	593	95.2	97.4
Jackson, Andrew	1,581	1,281.0	1,203.9	1,159	94.0	90.5
Jefferson	1,205	986.1	897.4	802	91.0	81.3
Jenner, Edward	1,332	930.7	880.0	717	94.5	77.0
Jirka, Frank J.	1,396	1,111.9	1,052.6	1,052	94.7	94.6
Jones	377	601.7	558.4	417	92.0	69.3
Jungman	1,431	1,306.9	1,264.1	1,067	96.7	81.6
Keith	764	588.2	535.3	500	91.0	85.0
Kenwood	573	481.2	454.1	444	94.4	92.3
Kershaw	1,538	1,393.4	1,318.3	1,155	94.3	82.9
Key, Francis Scott	449	351.6	321.5	304	94.2	86.5
King	914	740.6	694.2	600	93.7	81.0
Kinzie	728	512.0	479.9	390	95.7	76.2
Knickerbocker	957	813.3	782.8	665	96.2	81.8
Komensky	1,663	1,459.1	1,400.3	1,143	96.0	78.3
Kosciusko	800	621.3	571.5	491	92.0	79.0
Kozminski, Charles	1,021	840.7	794.4	739	94.5	87.9
La Fayette	1,858	1,673.3	1,608.7	1,603	95.8	95.8
Lake Grammar	417	364.3	341.5	287	93.8	78.8
Langland	922	840.0	802.0	769	95.5	91.5
La Salle	1,125	971.1	922.8	831	95.0	85.6
Lawson, Victor F.	912	811.2	777.4	567	95.8	70.0
Lewis-Chaplin	1,235	1,063.0	999.6	750	94.0	70.5
Libby, Arthur A.	1,331	1,177.4	1,283.8	1,065	93.7	72.1
Lincoln	1,275	1,134.3	1,082.6	923	95.4	81.4
Linne	1,115	967.3	927.2	738	95.9	81.5
Lloyd, Henry D.	740	630.0	588.9	552	92.5	87.6
Logan	936	824.4	785.5	663	95.3	80.3
Longfellow	1,293	1,083.9	1,016.8	1,006	93.8	92.8
Lowell	1,189	1,061.4	1,015.4	984	95.7	92.7
Madison, James	909	759.1	710.5	617	93.6	81.3
Manierre	894	737.2	744.8	654	94.6	83.1
Mann, Horace	935	794.6	758.8	587	94.9	73.8
Marquette	1,700	1,469.1	1,388.4	1,218	94.1	82.9
Marsh, J. L.	751	609.9	562.3	454	92.3	74.4
Marshall	1,055	893.3	846.4	670	94.7	75.0
*May Horatio N.	81	850.6	839.3	194	94.8	55.3
McAllister	994	764.2	694.3	697	90.8	91.2

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
McClellan	1,372	1,091.9	1,081.3	918	94.5	84.0
*McCormick, Cyrus H.	98	1,271.3	1,240.1	488	97.6	38.4
McCosh	1,069	907.8	858.2	690	94.5	76.0
McLaren, John	1,197	1,038.2	967.2	893	92.6	86.4
McPherson	1,286	1,151.2	1,090.8	902	94.8	78.4
Medill	1,363	1,084.0	1,061.8	880	97.0	81.2
Mitchell, Ellen	1,857	1,555.2	1,458.2	1,398	93.7	93.8
Monroe, James	1,081	999.5	951.7	919	95.3	91.9
Montefiore	1,504	1,216.5	1,120.0	718	92.1	59.0
Moos, Bernhard	598	512.4	490.9	432	95.8	82.3
Morris	1,079	962.9	922.2	757	95.9	78.6
Morse, Samuel F. B.	626	551.0	531.7	378	94.7	68.6
Moseley	1,191	882.2	797.7	720	90.3	82.6
Motley	1,346	1,120.5	1,051.5	966	93.8	86.2
Mulligan	1,205	1,055.4	1,000.0	902	94.7	85.5
Nash, Henry H.	1,442	1,284.9	1,230.7	1,032	95.0	80.8
Nettelhorst, Louis	1,197	1,087.2	1,042.0	912	95.8	84.0
Newberry	1,518	1,248.0	1,278.2	940	95.2	70.0
Nixon, Wm. Penn.	1,074	1,002.2	942.9	911	94.2	90.9
Normal Practice	1,214	1,040.0	986.3	818	94.8	78.6
Norwood Park	255	197.0	183.1	189	95.5	96.0
Oakland	794	621.4	580.9	612	95.5	98.6
Ogden	823	705.1	667.5	610	94.7	86.5
Oglesby, Richard	402	347.0	323.4	290	95.2	82.4
Otis, James	1,266	1,046.6	991.5	850	94.7	81.2
Parkman	1,053	900.8	857.5	745	95.2	82.7
Park Manor	608	522.9	495.7	455	94.8	87.0
Parkside	740	599.2	560.6	463	95.6	77.3
Peabody	1,028	822.3	765.1	582	93.0	70.8
Pickard	1,783	1,423.0	1,242.0	1,280	94.3	90.0
Plamondon, Ambrose	667	618.1	586.0	517	95.6	84.3
Poe, Edgar Allen.	81	339.4	320.6	303	94.5	89.3
Prescott	1,867	1,128.8	1,053.9	817	98.4	72.4
Pulaski	1,064	885.0	840.7	804	95.0	95.0
Pullman	1,457	960.4	907.1	758	94.5	78.9
Raster, Hermann	836	668.8	627.3	597	94.5	89.9
Ravenswood	1,067	945.5	894.6	908	94.6	96.0
Ray	1,061	890.8	841.8	756	94.4	84.8
Raymond	1,119	911.0	845.8	821	92.8	90.1
Revere, Paul	680	559.7	522.8	475	93.4	84.9
Rogers	925	784.4	753.1	686	95.0	81.1
Rose Hill	522	471.9	444.4	419	94.2	88.8
Ryerson	983	841.5	799.7	708	95.0	86.0
Scammon	978	770.6	722.2	650	92.7	84.3
Scanlan	1,003	880.1	769.3	667	92.7	80.4
Schiller	1,318	1,074.9	992.3	928	92.8	86.3
Schley, Winfield Scott.	1,252	1,075.2	1,035.4	986	96.3	91.7
Schneider, George	1,530	1,345.5	1,255.3	1,017	93.3	75.6
Schools for Crippled Children.	179	122.8	116.6	91	94.9	74.1
Scott, Walter	897	770.2	722.2	587	93.8	75.2
Seward	1,573	1,246.4	1,152.6	921	92.5	73.9
Sexton, James A.	1,060	865.4	813.5	764	94.0	88.3
Shakespeare	777	638.5	599.0	535	93.8	82.8
Sheldon	646	490.5	462.4	474	94.2	96.6
Sheridan, Mark	1,234	1,022.6	940.5	756	92.0	74.0
Sheridan, Phil	1,354	1,055.2	958.5	800	90.8	75.8
Sherman	1,149	950.7	879.7	748	92.5	77.5
Sherwood	1,180	1,045.0	985.0	960	94.8	91.9
Shields	1,061	918.9	888.6	725	91.7	79.3

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
Skinner	1,329	1,067.1	988.1	875	92.6	82.0
Smyth, John M.	1,909	1,582.6	1,493.6	1,355	94.4	85.6
Spencer, Herbert	491	408.3	385.6	305	94.4	74.7
Spry, John	1,770	1,504.8	1,426.5	995	94.8	66.1
Stanley, Henry M.	567	417.4	378.6	367	90.7	87.9
Stowe, Harriet Beecher.	1,283	1,156.1	1,103.8	963	95.5	83.2
Sullivan, W. K.	1,051	845.7	766.2	577	90.6	68.2
Sumner	1,537	1,290.1	1,237.5	1,097	95.1	85.0
Swing, David	1,076	896.3	852.0	734	96.2	81.9
Talcott	1,843	1,571.0	1,479.0	1,287	94.1	81.9
Taylor	729	629.4	614.0	576	97.5	91.5
Tennyson	1,045	854.9	803.6	705	94.0	82.4
Thomas, George H.	701	571.8	530.7	399	92.8	70.0
Thorp, J. N.	1,202	913.0	828.2	832	90.7	96.6
Throop	970	841.2	792.6	727	94.2	86.4
Tilden	1,028	829.5	760.9	640	91.7	77.1
Tilton	809	675.6	642.7	569	95.1	84.2
Van Vlissingen	1,468	1,280.9	1,183.4	1,206	92.8	94.1
Von Humboldt	1,946	1,736.1	1,649.3	1,645	95.0	94.7
Wadsworth, James	980	842.1	790.6	728	93.9	94.2
Walsh	1,551	1,328.7	1,254.8	990	94.4	74.5
Ward	1,234	1,058.9	984.5	847	93.0	80.0
Warren, Joseph	374	318.1	300.9	290	94.6	91.2
Washburne	1,890	1,548.5	1,425.2	1,113	92.0	71.9
Washington	1,289	1,060.7	992.5	878	93.6	82.8
Webster	866	760.0	715.7	710	95.5	93.4
Wells	1,755	1,552.3	1,468.8	1,304	94.3	84.0
Wentworth, D. S.	1,784	1,441.6	1,364.5	1,049	94.6	72.8
West Pullman	1,107	950.9	891.8	787	93.8	82.8
*Whitney, Eli	110	1,123.5	1,058.0	848	94.2	75.5
Whittier	1,119	939.1	909.3	892	96.8	95.0
Wicker Park	1,336	1,176.6	1,117.2	813	95.0	69.1
Willard, Frances E.	1,236	1,083.1	1,021.8	1,002	94.3	92.5
**Worthy, John	783	370.6	342.6	289	92.4	78.0
Yale Practice	1,015	854.1	800.7	732	93.7	85.7
Yates, Richard	1,169	1,089.8	1,041.8	926	95.6	85.0
Schools for Apprentices.	271	228.5	205.6	.....	90.0	.....
Parental School.	511	212	212	.....	.....	.....
Totals	287,624	244,290.7	230,514.2	199,864	94.4	81.9

*Opened after January 1, 1906.

**Statistics for entire year of twelve months:

Enrollment	852.0
Average daily membership	360.6
Average daily attendance	332.8
Promotions	359.0
Per cent of attendance	92.3
Per cent of promotions	100.0

BOARD OF EDUCATION 1906-1907.

EMIL W. RITTER.....	President
WLADYSLAW A. KUFLEWSKI.....	Vice President
LEWIS E. LARSON.....	Secretary

Membership.

DR. JAMES F. CHVATAL, 903 Millard Avenue.....	1907
DR. WLADYSLAW A. KUFLEWSKI, R. 1012, 103 State Street.....	1908
MR. P. SHELLY O'RYAN, R. 1211, 79 Dearborn Street.....	1909
DR. R. A. WHITE, 6800 Perry Avenue.....	1909
MRS. W. C. H. KEOUGH, Office R. 901, 160 Washington Street, Telephone Main 1459; Residence, 317 Belden Avenue, Telephone Black 3557	1907
MR. JOHN J. HAYES, 622 Jackson Boulevard.....	1907
MR. GEORGE DUDDLESTON, 87 Fifth Avenue.....	1907
DR. C. A. WEIL, 524 Belmont Avenue.....	1907
MR. CHARLES O. SETHNESS, 262 N. Curtis Street.....	1907
MRS. EMMONS BLAINE, 344 E. Erie Street.....	1908
DR. CORNELIA DE BEY, 1400 Reliance Building.....	1908
MR. MODIE J. SPIEGEL, 182 Wabash Avenue.....	1908
MISS JANE ADDAMS, Hull House, 335 South Halsted Street.....	1908
MR. JOHN C. HARDING, 89 Bingham Street.....	1908
MR. EMIL W. RITTER, 601 Monadnock Block.....	1908
MR. WILEY W. MILLS, 79 Dearborn Street.....	1909
MR. RAYMOND ROBINS, 372 W. Ohio Street.....	1909
MR. LOUIS F. POST, R. 423, First National Bank Building.....	1909
MR. PHILIP ANGSTEN, 4321 Michigan Avenue.....	1907
MR. JOHN J. SONSTEBY, 1151 Tripp Avenue.....	1909
DR. JOHN GUERIN, 3958 Ellis Avenue.....	1909

Heads of Departments.

E. G. COOLEY.....	Superintendent of Schools
LEWIS E. LARSON.....	Secretary
CHARLES N. FESSENDEN.....	Assistant Secretary
JOHN A. GUILFORD.....	Business Manager
SAMUEL M. FRANKLAND	Assistant Business Manager
THOMAS J. WATERS.....	Chief Engineer
DWIGHT H. PERKINS.....	Architect
GEORGE G. CUSTER.....	Auditor
FRED VOGT.....	Assistant Auditor
JOHN W. FOSTER.....	Superintendent of Supplies
W. LESTER BODINE.....	Superintendent of Compulsory Education
JAMES MAHER, Suite 703, 97 Clark Street.....	Attorney
ANGUS ROY SHANNON.....	Assistant Attorney

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FIFTY - THIRD
ANNUAL REPORT

**BOARD
OF EDUCATION**

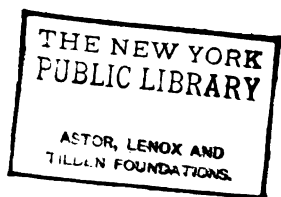
CITY OF CHICAGO



FOR THE YEAR ENDED JUNE 30, 1907



A Lucks



COMPLIMENTS OF

EDWIN G. COOLEY,

SUPERINTENDENT OF SCHOOLS,
CHICAGO.



THE BERNHARD MOOS ELEMENTARY SCHOOL
California Avenue, Near Wabasha

The Pullman School, 113th Street and Morse Avenue, and the Kosciuszko School, Holt Street Near Blackhawk Street, are similar

PUBLIC SCHOOLS
— OF THE —
CITY OF CHICAGO

FIFTY-THIRD ANNUAL REPORT
OF THE
BOARD OF EDUCATION
FOR THE
YEAR ENDED JUNE 30, 1907



PUBLISHED BY
THE BOARD OF EDUCATION
OF THE CITY OF CHICAGO

BOARD OF EDUCATION, 1906-1907.

- *MR. EMIL W. RITTER.....President
 **DR. WLADYSLAW A. KUFLEWSKI.....Vice-President
 MR. LEWIS E. LARSON.....Secretary
 * Resigned May 23, 1907; succeeded by Otto C. Schneider.
 ** Resigned May 22, 1907; succeeded by Dr. R. A. White.

Membership.

- 4—DR. JAMES F. CHVATAL.....903 Millard Avenue.....1907
 3—DR. WLADYSLAW A. KUFLEWSKI..R. 1012, 103 State Street.....1908
 MR. P. SHELLY O'RYAN.....R. 1211, 79 Dearborn Street.....1909
 DR. R. A. WHITE.....6800 Perry Avenue.....1909
 MRS. W. C. H. KEOUGH.....R. 805-6, 160 Washington Street..1907
 11—MR. JOHN J. HAYES.....622 Jackson Boulevard.....1907
 2—MR. GEORGE DUDDLESTON.....87 Fifth Avenue.....1907
 5—DR. C. A. WEIL.....524 Belmont Avenue.....1907
 1—MR. CHARLES O. SETHNESS.....262 N. Curtis Street.....1907
 MRS. EMMONS BLAINE.....344 E. Erie Street.....1908
 10—DR. CORNELIA DE BEY.....6565 Yale Avenue.....1908
 MR. MODIE J. SPIEGEL.....182 Wabash Avenue.....1908
 MISS JANE ADDAMS.....Hull House, 335 S. Halsted St..1908
 13—MR. JOHN C. HARDING.....89 Bingham Street.....1908
 14—MR. EMIL W. RITTER.....601 Monadnock Block.....1908
 8—MR. WILEY W. MILLS.....79 Dearborn Street.....1909
 7—MR. RAYMOND ROBINS.....373 W. Ohio Street.....1909
 6—MR. LOUIS F. POST.....R. 423, First Nat'l Bank Bldg..1909
 12—MR. PHILIP ANGSTEN.....4321 Michigan Avenue.....1907
 9—MR. JOHN J. SONSTEBY.....1151 Tripp Avenue.....1909
 DR. JOHN GUERIN.....3958 Ellis Avenue.....1909
 1—Resigned May 22, 1907.
 Succeeded by DANIEL R. CAMERON.....73 Lake Street
 2—Resigned May 22, 1907.
 Succeeded by CHESTER M. DAWES.....209 Adams Street
 3—Resigned May 22, 1907,
 Succeeded by SEVERT T. GUNDERSON.....Chamber of Commeree
 4—Resigned May 22, 1907.
 Succeeded by THEODORE W. ROBINSON..R. 1524, Com'l Nat. Bank Bldg.
 5—Resigned May 22, 1907.
 Succeeded by OTTO C. SCHNEIDER.....356 La Salle Ave.
 6—Removed May 22, 1907.
 Succeeded by GEORGE F. TRUMBULL.....117 Lake Street
 7—Removed May 22, 1907.
 Succeeded by GEORGE B. LIMBET.....51 Fulton Street
 8—Removed May 22, 1907.
 Succeeded by FRANK C. WALLER.....R. 1413, 59 Clark Street
 9—Removed May 22, 1907.
 Succeeded by DR. ALFRED D. KOHN.....R. 1210, 103 State Street
 10—Removed May 22, 1907.
 Succeeded by DR. ALEXANDER L. BLACKWOOD...31 Washington Street
 11—Removed May 22, 1907.
 12—Removed May 22, 1907.
 13—Removed May 24, 1907.
 14—Resigned May 23, 1907.
 Succeeded by JOHN R. MORRISON.....R. 422, 218 La Salle Street

2-A

RESOLUTION FOR CORRECTION OF 53rd ANNUAL REPORT

Whereas the 53rd annual report of this Board, being the report required by law for the year ending June 30, 1907, contains certain errors on page 2, namely, that Louis F. Post, Raymond Robins, Wiley W. Mills, John J. Sonstebly, Cornelia De Bey, John J. Hayes, Philip Angsten, and John C. Harding, were removed from membership in this Board during the aforesaid year, to-wit: on the 22nd day of May, 1907, and that George T. Trumbull, George B. Limbert, Frank C. Waller, Dr. Alfred D. Kohn and Dr. Alexander L. Blackwood succeeded the said Post, Robins, Mills, Sonstebly and De Bey respectively; and

Whereas, The Supreme Court of Illinois decided on the 17th of December, 1907 (see Proceedings of the Board of Education of January 15, 1908, pages 398-400), that the aforesaid Post, Robins, Mills, Sonstebly, De Bey, Hayes, Angsten and Harding had not been removed from membership in this Board; and

Whereas, The said 53rd annual report contains certain other errors on page 209, namely, that the following persons were members of this Board for the year 1907-08 ending June 30, 1908: George T. Trumbull, George B. Limbert, Frank C. Waller, Dr. Alfred D. Kohn and Dr. Alexander L. Blackwood; and

Whereas, The Supreme Court of Illinois decided on the 17th of December, 1907, (see Proceedings of the Board of Education of January 15, 1908, pages 398-400), that the aforesaid Trumbull, Limbert, Waller, Kohn and Blackwood were not members of this Board for the year 1907-08 ending June 30, 1908; therefore be it

Resolved, That the Secretary be and he hereby is instructed promptly to correct the said 53rd annual report of this Board in respect of the aforesaid errors in such manner as to make the said report conform to the facts in those particulars and to the

law of the State as declared by the Supreme Court in respect thereto, by inserting this resolution, with official statement of its adoption, in each copy, and to distinguish on the face of the report the corrected from the erroneous edition.



The foregoing resolution was adopted at the regular meeting of the Board of Education of the City of Chicago held November 4, 1908. (Page 236 of Proceedings.)

Lewis E. Larson
SECRETARY.

STANDING COMMITTEES FOR 1906-1907.

SCHOOL MANAGEMENT:

Miss Addams, Chairman; Mr. O'Ryan, Dr. Chvatal, Mrs. Blaine, Dr. de Bey, Messrs. Hayes, Mills, Dr. Guerin, Messrs. Sonstebly and Post.

Member Ex-Officio:

The President.

BUILDINGS AND GROUNDS:

Mr. Duddlestone, Chairman; Mr. Harding, Drs. Weil, White, Mr. Spiegel, Mrs. Keough, Mr. Sethness, Dr. Kuflewski, Messrs. Angsten and Robins.

Member Ex-Officio:

The President.

FINANCE:

Mr. Spiegel, Chairman; Mr. Angsten.

The Chairman of the Committee on School Management.

The Chairman of the Committee on Buildings and Grounds.

Member Ex-Officio:

The President.

Upon the reorganization of the Board, on May 29 and June 5, 1907, the following standing committees were appointed by the President:

SCHOOL MANAGEMENT:

Miss Addams, Chairman; Messrs. O'Ryan, Robinson, Mrs. Emmons Blaine, Dr. Blackwood, Messrs. Morron, Cameron, Drs. Guerin and Kohn.

Member Ex-Officio:

The President.

BUILDINGS AND GROUNDS:

Mr. Dawes, Chairman; Mr. Morron, Dr. White, Mr. Spiegel, Mrs. Keough, Messrs. Waller, Gunderson, Limbert and Trumbull.

Member Ex-Officio:

The President.

FINANCE:

Mr. Spiegel, Chairman.

The Chairman of the Committee on School Management.

The Chairman of the Committee on Buildings and Grounds.

Member Ex-Officio:

The President.

SUPERINTENDENTS, SUPERVISORS, AND BUSINESS OFFICIALS—1906-1907.

Edwin G. Cooley, Superintendent of Schools.

DISTRICT SUPERINTENDENTS.

District No. 1.....	EDWARD C. DELANO, R. 630*
District No. 2.....	ALBERT G. LANE, R. 630†
District No. 3.....	WILLIAM C. DODGE, R. 630
District No. 4.....	CHARLES D. LOWEY, R. 630
District No. 5.....	ELLA C. SULLIVAN, R. 630

Assistant Superintendent	WILLIAM M. ROBERTS, R. 612
Assistant Superintendent	CHARLES P. MEGAN, R. 612
Superintendent of Compulsory Education.....	W. L. BODINE, R. 804
Superintendent of Parental School.....	THOS. H. MACQUEARY, R. 808‡

HENRY SUDER	Supervisor Physical Culture
ROBERT M. SMITH.....	Supervisor Manual Training and Household Arts
JOHN B. CURTIS	Supervisor Schools for Blind
DANIEL P. MACMILLAN.....	Director Scientific Pedagogy and Child Study
LEWIS E. LARSON.....	Secretary
CHARLES N. FESSENDEN.....	Assistant Secretary
JOHN A. GUILFORD.....	Business Manager
SAMUEL M. FRANKLAND.....	Assistant Business Manager
THOMAS J. WATERS.....	Chief Engineer
GEORGE G. CUSTER.....	Auditor
FRED VOGT	Assistant Auditor
DWIGHT H. PERKINS.....	Architect
JOHN W. FOSTER.....	Superintendent of Supplies¶

JAMES MAHER.....	Attorney
ANGUS BOY SHANNON	Assistant Attorney

* Died June 7, 1907.

† Died August 22, 1906.

‡ Resigned September 1, 1906.

¶ Resigned November 21, 1906.

COMMITTEES ON SCHOOLS, 1906-1907.

CHICAGO NORMAL SCHOOL.
NORMAL PRACTICE SCHOOL.
YALE PRACTICE SCHOOL.
PARENTAL SCHOOL.

HIGH SCHOOLS.

Austin, Calumet, Crane, Richard T., Manual Training, Curtis, George Wm., (High School Dept.) Englewood,	Hoyne, Thomas, Manual Training, Hyde Park, Jefferson, Lake, Lake View, Marshall, John,	McKinley, Wm., Medill, Joseph, North-West Division, Phillips, Wendell, South Division, Manual Training, South Chicago, Waller, Robert A.
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DISTRICT No. 1.

COMMITTEE.

MRS. KEOUGH, MR. POST AND DR. WEIL.

Audubon, John J., Blaine, James G., Bowmanville, Burley, Augustus H., Coonley, John C., Field, Eugene,	Goudy, Wm., C., Greely, Horace, Hamilton, Alex., Hawthorne, Nathaniel, McPherson, Jas. B., Morris, Robert,	Nettelhorst, Louis, Ravenswood, Rose Hill, Schneider, George, Thorpe, Ole A.
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DISTRICT No. 2.

COMMITTEE.

MRS. KEOUGH, MR. POST AND DR. WEIL.

Agassiz, Louis J. R., Alcott, Louisa M., Arnold, Isaac N., Headley, John T., Kinzie, John,	Knickerbocker, John J., LaSalle, Rene B.C.S. de, Lincoln, Abraham, Manierre, George, Mulligan, James A.,	Newberry, W. L., Ogden, William B., Prescott, Wm. H., Sheldon, Edwin H., Thomas, George H.
--	--	--

DISTRICT No. 3.

COMMITTEE.

MRS. BLAINE, MESSRS. HARDING AND BITTER.

Adams, John Q.,	Motley, John L.,	Stanley, Henry M.,
Carpenter, Philo,	Otis, James,	Talcott, Mancel B.,
Franklin, Benjamin,	Peabody, Elizabeth,	Washington, George,
Jenner, Edward,	Schiller, Johann C. von,	Wells, Wm. H.
Kosciusko, Thaddeus,	Sexton, James A.,	

DISTRICT No. 4.

COMMITTEE.

MRS. BLAINE, MESSRS. HARDING AND BITTER.

Andersen, Hans C.,	Drummond, Thomas,	Mitchell, Ellen,
Burr, Jonathan,	Goethe, Johann W.,	Pulaski, Casimir,
Chase, Salmon P.,	LaFayette, M. Jean de,	Schley, Winfield S.,
Columbus, Christopher,	Langland,	Wicker Park.
	Logan, John A.,	

DISTRICT No. 5.

COMMITTEE.

MESSRS. SETHNESS, O'RYAN AND DUDDLESTON.

Avondale,	Darwin, Charles R.,	Moos, Bernhard,
Bancroft, George,	Henry, Patrick,	Nixon, Wm. Penn,
Beaubien, Jean Baptiste,	Irving Park,	Nobel, Alfred Bernhard,
Belding, Hiram H.,	Jefferson Park,	Norwood Park,
Bismarck, Carl O. E. L.	Linne, Carl von,	Stowe, Harriet B.,
von,	Lloyd, Henry Demorest,	Von Humboldt, Freder-
Brentano, Lorenz,	Lowell, Jas. Russell,	ick,
Cameron, Daniel R.,	Monroe, James,	Yates, Richard.

DISTRICT No. 6.

COMMITTEE.

MESSRS. CHVATAL, KUFLEWSKI AND HAYES.

Austin, Grammar,	Emmet, Robert,	Morse, Samuel F. B.,
Beidler, Jacob,	Ericsson, John,	Nash, Henry H.,
Bryant, Wm. Cullen,	Hayes, Samuel S.,	Ryerson, Martin A.,
Byford, Wm. H.,	Howe, Julia Ward,	Spencer, Herbert,
Calhoun, John,	Key, Francis Scott,	Sumner, Charles,
Chalmers, Thomas,	Lawson, Victor F.,	Tennyson, Alfred,
Emerson, Ralph Waldo,	Marshall, John,	Tilton, G. W.
	May, Horatio N.,	

DISTRICT No. 7.

COMMITTEE.

MESSERS. SETHNESS, O'RYAN AND DUDDLESTON.

Brainard, Daniel,	Gladstone, Wm. E.,	Marquette, Jacques,
Brown, Wm. H.,	Goodrich, Grant,	McLaren, John,
Crerar, John,	Grant, Ulysses S.,	Montefiore, Moses H.,
Crippled Children,	Irving, Washington,	Scammon, Jas. Y.,
Dante, Alighieri,	Jackson, Andrew,	Skinner, Mark,
Dore, John C.,	Jefferson, Thomas,	Tilden, Samuel J.
	King, Wm. H.,	

DISTRICT No. 8.

COMMITTEE.

DRES. CHVATAL, KUFLEWSKI AND MR. HAYES.

Burns, Robert,	Howland, George,	Rogers, John G.,
Clarke, George C.,	Jirka, Frank J.,	Smyth, John M.,
Cooper, Peter,	McCormick, Cyrus H.,	Spry, John,
Corkery, Daniel J.,	Medill, Joseph,	Whitney, Eli,
Farragut, David G.,	Penn, William,	Whittier, John G.,
Froebel, Frederick,	Pickard, Josiah L.,	Worthy, John.
Hammond, Chas G.,	Plamondon, Ambrose,	

DISTRICT No. 9.

COMMITTEE.

MISS ADDAMS, DR. DE BEY AND MR. SPIEGEL.

Brenan, Thomas,	Haven, Luther,	Swing, David,
Foster, John H.,	Jones, William,	Throop, Amos G.,
Garfield, James A.,	Jungman, Joseph,	Walsh,
Goldsmith, Oliver,	Komensky, John A.,	Washburne, Elihu B.
Harrison, Carter H.,	Sheridan, Mark,	

DISTRICT No. 10.

COMMITTEE.

MR. ANGSTEN, DR. GUERIN AND MR. MILLS.

Armour, Philip D.,	Greene, Nathaniel,	McAllister, Wm. K.,
Burroughs, John C.,	Hartigan, Edward,	McClellan, Geo. B.,
Chicago Lawn,	Healy, Robert,	Shields, James,
Davis, Nathan Smith,	Holden, Charles N.,	Ward, James,
Everett, Edward,	Longfellow, Henry W.,	Webster, Daniel.
Fallon, William,	Mann, Horace,	

DISTRICT No. 11.

COMMITTEE.

MR. ANGSTEN, DR. GUERIN AND MR. MILLS.

Colman, Zenos,	Hamline, John H.,	Libby, Arthur A.,
Dewey, George,	Hancock, Winfield S.,	Parkman, Francis,
Earle, Charles W.,	Hedges, James,	Seward, Wm. H.,
Fulton, Robert,	Hendricks, Thos. A.,	Sherman, Wm. T.,
Graham, Alexander,	Holmes, Oliver W.,	Sherwood, Jesse.
	Lake Grammar,	

DISTRICT No. 12.

COMMITTEE.

MESSESS. ROBINS, SONSTEBY AND DR. WHITE.

Altgeld, John Peter,	Curtis, Geo. Wm.,	Oglesby, Richard,
Auburn Park,	Fernwood,	Raster, Hermann,
Barnard, Alice L.,	Gresham, Walter Q.,	Scanlan, Thomas,
Bass, Perkins,	Harvard,	Van Vlissingen, Peter,
Beale, William G.,	Kershaw, Joshua Daw-	Wentworth, D. S.,
Brownell, Chas. S.,	son,	West Pullman.
Copernicus, Nicholas,	Lewis-Champlin,	

DISTRICT No. 13.

COMMITTEE.

MESSESS. ROBINS, SONSTEBY AND DR. WHITE.

Bradwell, Myra,	Kenwood,	Ray, William H.,
Burnside, Ambrose E.,	Kozminski, Chas.,	Revere, Paul,
Carter, Wm. W.,	Madison, James,	Sheridan, Phil.,
Clay, Henry,	McCosh, James,	Taylor, Douglas,
Cornell, Paul,	Park Manor,	Thorp, James N.,
Fiske, John,	Poe, Edgar Allan,	Wadsworth, James,
Gallistel,	Pullman,	Warren, Joseph.

DISTRICT No. 14.

COMMITTEE.

MISS ADDAMS, DR. DE BEY AND MR. SPIEGEL.

Burke, Edmund,	Fuller, Melville W.,	Pestalozzi, Johann Hein-
Doolittle, J. R., Jr.,	Keith, Elbridge G.,	rich,
Douglas, Stephen A.,	Marsh, John L.,	Raymond, Benj. W.,
Drake, John B.,	Moseley, Flavel,	Scott, Walter,
Farren, John,	Oakland,	Shakespeare, Wm.,
Felsenthal, Herman,	Parkside,	Sullivan, Wm. K.,
Forestville,		Willard, Frances E.

REPORT OF THE PRESIDENT

PRESIDENT'S ANNUAL REPORT

To the Members of the Board of Education:

Ladies and Gentlemen:—My term of office during the year 1906-1907 having been confined to the time between May 29 and July 17, 1907, I can offer to you only the facts represented in the reports of the heads of the various departments as the substance of activity during the year ended June 30, 1907.

In doing this I commend the excellent work done by the employes of the Board, who at all times keep the intricate machinery of the school system in operation, even while the Board of Education itself may be dismembered.

Respectfully submitted.

OTTO C. SOHNEIDER,

President.

ARCHITECT'S ANNUAL REPORT.

To the President of the Board of Education of the City of Chicago:

Dear Sir:—I submit the following report of the work done by the Architectural Department for the year ending June 30, 1907.

The work is briefly summarized in the following tables, which are explained by their captions:

TABLE NO. 1.

Buildings Completed During the Year Ending June 30, 1907.

New BUILDING. Name and Location.	No. of Rooms. Assembly Hall. Gymnasium.	Seating Capacity.	Appro- priations Authorized.
Chicago Lawn, 65th St. and Homan Ave.....	12—A. H.	576	\$ 125,000
Hayt, Perry St. and Granville Ave.	24—A. H. & G.	1,152	200,000
Kéy, Ohio St. and Park Ave.....	12—A. H. & G.	576	150,000
Oglesby, 77th and Green Sts.....	12—A. H.	576	140,000
Penn, 16th St. and Avers Ave.....	26—A. H. & G.	1,248	210,000
Stewart, Kenmore and Sunnyside Aves..	26—A. H. & G.	1,248	210,000
Thorp (O. A.), Foster and Winona Aves.....	12—A. H.	576	140,000
Total new buildings.....	124 7 4	5,952	\$1,175,000
ADDITIONS.			
Copernicus, 60th and Throop Sts.....	6 G.	288	\$ 35,000
Curtis High and Elementary, 114th Place and State St....	12—A. H. & G. and laboratories.	576	200,000
Englewood High, 61st St. and Stewart Ave.....	19—laboratories and alterations in old parts.	900	255,000
Hedges, 48th St. and Winchester Av.	12—A. H.	576	125,000
Jenner, Oak St. and Milton Ave.....	12—A. H. & G.	576	150,000
Medill High and Elementary, 14th Place and Throop St....	5 G. and alterations in old part.	240	95,000
Parental, St. Louis and Berwyn Aves....	Basement exten- sions for shops.	...	16,000
Sheridan (Mark), 27th and Wallace Sts.....	4—Subdivision of assembly hall.	200	21,000

NEW BUILDING. Name and Location.	No. of Rooms.			Seating Capacity.	Appro- priations Authorized.
	Assembly Hall.	Gymnasium.			
Tuley High, Claremont and Potomac Aves..	6			288	\$ 4,280
Van Vlissingen, 108th Pl. and Wentworth Ave.	12			576	122,000
Total additions.....	88	8	4	4,220	\$1,023,280
	Rooms. A. H. G.			Seats.	Cost.
Total buildings completed during the year ending June 30, 1907.....	212	10	8	10,172	\$2,198,280

TABLE NO. 2

Contracts were let for the following buildings prior to June 30, 1906, with the two exceptions noted—these contracts being let only five days after said date, but they were not completed prior to June 30, 1907. Construction has been in progress during the year and each building will be ready for use by September 1, 1907.

NEW BUILDING. Name and Location.	No. of Rooms.			Seating Capacity.	Appro- priations Authorized.
	Assembly Hall.	Gymnasium.			
Lloyd, W. 49th and Dickens Aves....	12—A. H.			576	\$ 140,000
Moose, California and Wabansia Aves.	26—A. H. & G.			1,248	210,000
Pullman, 118th St. and Morse Ave....	26—A. H. & G.			1,248	210,000
Spalding, Park Ave., near Ashland Ave..	4—Special school for crippled children.			125	70,000
Warren, 92d St. and Central Ave.....	12—A. H.			576	140,000
Total new buildings.....	80	4	2	3,773	\$ 770,000
ADDITIONS.					
Bryant, 41st Ct., near 18th St.....	18—A. H. & G.			624	\$ 127,000

NEW BUILDING. Name and Location.	No. of Rooms.			Seating Capacity.	Appro- priations Authorized.
	Assembly Hall.	Gymnasium.			
Otis, Armour St. and Grand Ave....	12—A. H. & G.			576	\$ 145,000
Total additions.....	25	20	2	1,200	\$ 272,000
	Rooms.	A. H.	G.	Seats.	Cost.
Total buildings under construction....	105	6	4	4,948	\$1,042,000
Exceptions: The Pullman and Otis School contracts were let July 5, 1906.					

TABLE NO. 3.

Buildings Placed Under Contract During the Year Ending June 30, 1907.

NEW BUILDING. Name and Location.	No. of Rooms.			Seating Capacity.	Appro- priations Authorized.
	Assembly Hall.	Gymnasium.			
Jahn, Lincoln St. and Belmont Ave..	26—A. H. & G.			1,248	\$ 210,000
Kosciusko, Cleaver and Blackhawk Sts...	26—A. H. & G.			1,248	210,000
Pullman, 118th St. and Morse Ave....	26—A. H. & G.			1,248	210,000
Trumbull, Sedgwick and Division Sts....	38—A. H. & G.			1,400	520,000
Washburne, 14th and Jefferson Sts.....	21—			1,008	175,000
Washington, Grand Ave. and Morgan St...	26—A. H. & G.			1,248	210,000
Total new buildings.....	163	5	5	7,400	\$1,535,000

ADDITIONS.

Belding, 42nd Ct. and Cullom Ave.....	6—A. H. & G.			288	\$ 75,000
Henry, Eberly and Cullom Aves.....	12—A. H. & G.			576	125,000
Otis, Armour St. and Grand Ave....	12—A. H. & G.			576	145,000
Rogers, 18th and Throop Sts.....	18—A. H. & G.			864	190,000
Sheridan (Mark), 27th and Wallace Sts.....	4—A. H.			192	30,000

4

NEW BUILDING. Name and Location.	No. of Rooms.			Seating Capacity.	Appro- priations Authorized.
	Assembly Hall.	Gymnasium.			
Sullivan, 83rd St. and Houston Ave....		Alterations	...		\$ 13,000
Total additions.....	52	5	4	2,496	\$ 578,000
	Rooms.	A. H.	G.	Seats.	Cost.
Total buildings placed under contract..	215	10	9	9,896	\$2,113,000
Deduct Pullman and Otis Schools in- cluded in Table No. 2.....	38	2	2	1,824	355,000
	177	8	7	8,072	\$1,758,000

The Pullman and Otis buildings are also listed in Table No. 2 and duplicated in this table.

TABLE NO. 4.

Buildings authorized prior to June 30, 1907, including those authorized prior to June 30, 1906, which have not been placed under contract up to the date of this report, June 30, 1907.

New BUILDING.	No. of Rooms.			Appro-
Name and Location.	Assembly Hall.		Seating	priations
	Gymnasium.		Capacity.	Authorized.
Bowen High, 89th St. and Manistee Ave...	26—A. H. & G.		1,250	\$ 400,000
Chopin, Campbell Ave. and Iowa St...	14—A. H. & G.		672	160,000
Commercial High .....	..		...	50,000
Crippled Children (South Side), 41st St. and Wabash Ave.....	4—		90	50,000
Healy, Parnell Ave. and 31st St.....	24—A. H. & G.		1,152	200,000
Irving Park High and Elementary, 41st Ct. and Grace St.....	26—A. H. & G.		1,250	350,000
Marsh District, 98th St. and Exchange Ave...	12—A. H. & G.		576	125,000
Nobel, Hirsch St. and 41st Ct.....	26—A. H. & G.		1,248	175,000
Parkman, 51st St. and Princeton Ave...	26—A. H. & G.		1,248	210,000
Shields, Br. No. 2, 51st St. and Oakley Ave.....	12—A. H. & G.		576	125,000
Total new buildings.....	170	8	8	8,062
				\$1,745,000

PUBLIC SCHOOLS.

NEW BUILDING. Name and Location.	No. of Rooms. Assembly Hall. Gymnasium.	Seating Capacity.	Appropriations Authorized.
ADDITIONS.			
Brentano, Fairfield and Diversey Aves..	12—A. H. & G.	576	\$ 140,000
Byford, Iowa St. and Central Ave....	12—A. H. & G.	576	140,000
Cornell, Drexel Ave. and 76th St.....	12—A. H. & G.	576	115,000
Dante, Desplaines and Forquer Sts...	12—A. H. & G.	576	125,000
Drummond, Clybourn Pl. and Girard St...	6—A. H. & G.	288	100,000
Farragut, Spaulding Ave. and 24th St....	12—A. H. & G.	576	140,000
Garfield, Johnson St. and 14th Pl.....	12—A. H. & G.	576	130,000
Holmes, Morgan and 56th Sts.....	9—A. H. & G.	432	95,000
Howe, Laurel Ave. and Superior St..	12—A. H. & G.	576	125,000
Jackson, Sholto and Better Sts.....	18—A. H. & G.	864	175,000
Jungman, 18th and Nutt Sts.....	10—A. H. & G.	480	90,000
Lake View High, Ashland and Irving Park Aves.	21—A. H. & G.	1,000	250,000
Marshall High, Adams St. and Kedzie Ave....	2—G.	96	30,000
Nettlehorst, Evanston and Aldine Aves....	9—A. H.	432	150,000
Total additions.....	159 13 13	7,624	\$1,805,000
	Rooms. A. H. G.	Seats.	Cost.
Total buildings ordered but contracts not awarded	329 21 21	15,684	\$3,550,000

RECAPITULATION.

	Rooms.	A. H.	G.	Seats.	Cost.
TABLE NO. 1—Buildings completed during the year ending June 30, 1907	212	10	8	10,172	\$2,198,280
TABLE NO. 2—Total buildings under construction prior to June 30, 1906, but not completed prior to June 30, 1907.....	105	6	4	4,948	1,042,000

	Rooms.	A. H.	G.	Seats.	Cost.
TABLE NO. 3—Buildings placed under contract during the year ending June 30, 1907.....	177	8	7	8,072	\$1,758,000
Total	494	24	19	23,192	\$4,998,280
TABLE NO. 4—Buildings ordered but contracts not let.....	829	21	21	15,684	3,550,000
	823	45	40	38,876	\$8,548,280

The department expenses in connection with new work in relation to contracts let are as follows:

The cost of buildings given in the preceding tables is approximate; the actual amount of contracts let was \$2,171,344.44.

The records show the architectural expense of the department to have been \$101,160.57, or about \$7,000 less than 5 per cent. (This is exclusive of the expense of the Chief Engineer's Department.)

There are various reasons why this expense was not less:

First, over \$26,000 was expended in the preparation of plans for buildings not put under contract prior to June 30, 1907.

Second, the department regularly does drafting for the Attorney, the Auditor and the Repair Department, which averages annually about \$4,000.

Third, the department includes extra supervision at the buildings by means of Clerks of the Works. This in addition to the usual superintendence enables the Board to become practically its own general contractor. The extra expense is about 1 per cent; the saving is between 8 per cent and 10 per cent.

Another item which is charged against each building in the same manner that the Architect's expenses are on the Auditor's books is \$21,000 for watchman service. This item is not included in the sum above given. It is an expense not borne by Architects in general practice as a part of their professional work for which they usually receive a 5 per cent commission.

The rescinding of certain orders and financial conditions relating to the building fund which was required to pay contracts

let in previous years made it impossible to let contracts for several buildings for which plans were completed. Contracts for buildings costing over \$750,000 might have been let without extra expense for drafting.

These facts are given because the expense for the previous year was only $2\frac{1}{4}$ per cent.

The following explanatory notes are given:

1. Numbers of Class Room Seats in Above Tables.

The numbers of seats are calculated at the rate of 48 seats in each room—because that method has been followed by previous reports, and these tables are a continuation of former tables.

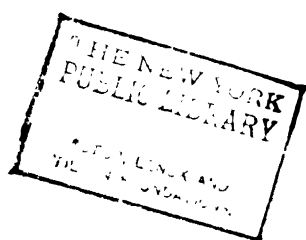
The estimates would be nearer correct if it could be told in advance the exact number of rooms to be used for grammar and primary grades. Illustration—26 room buildings are estimated at 1,248 seats or 48 for each room. The actual number of seats which is generally installed is 1,356, because all rooms below the eighth grade are seated for 54 pupils.

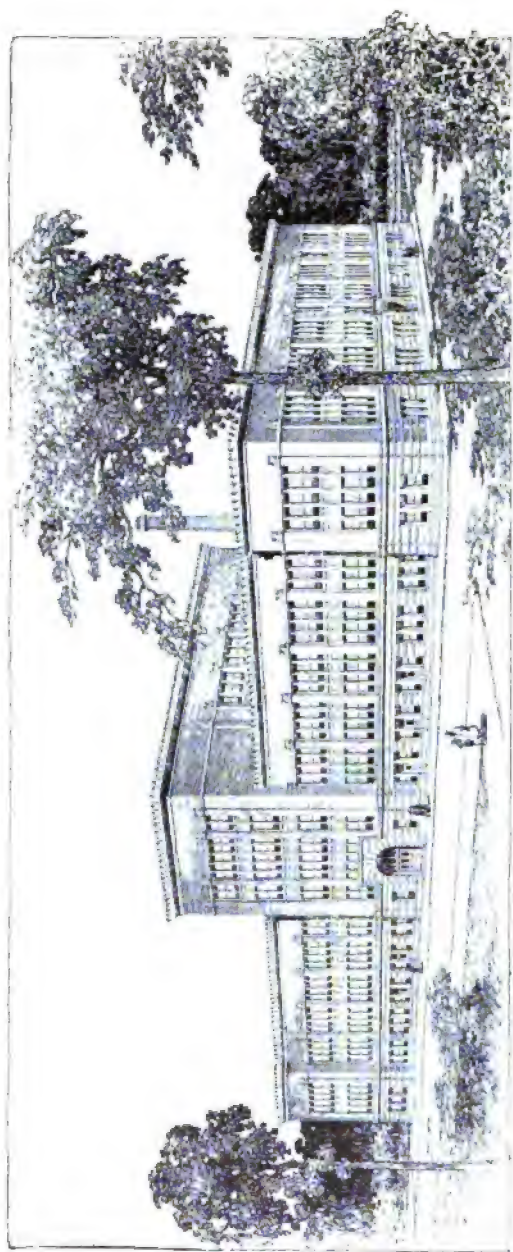
2. Commercial High School.

Nothing more than preliminary plan sketches for two locations has been done in relation to the Commercial High School, because no final selection of site has been made. (Same as last report.)

3. Need For School Buildings.

As was pointed out in the last annual report, there were in Chicago a large number of school children not properly housed or not housed at all—June 30, 1905. An emergency, therefore, existed, and the first duty of the department was to erect buildings without delay and structures in general features similar to those of the preceding year were placed under contract, the principal difference being in their exterior design. Also for the sake of expediting work a number of exterior designs were repeated several times. (This is the same as reported for 1906, as conditions were similar in 1907.)





ALBERT G. LANE TECHNICAL HIGH SCHOOL
Sedgwick and Division Streets

4. Revision of the Typical School House Plan.

A revision of the type of class-rooms and school buildings was deferred until the following year, that duty being regarded as secondary to the first duty mentioned. (Same as reported in 1906.)

5. Yard Improvements.

No contracts have been let for yard improvements because of lack of funds.

Cost of Buildings.

The building ordinances and the price of labor and material have not differed appreciably from those of the previous year. The cost of building, speaking generally, is the same as then. The Board of Education, when the character of building and the appurtenances furnished are considered, is erecting buildings much more economically than private citizens or most public bodies.

The record is that finished fireproof elementary school buildings are being constructed for 14 cents per cubic foot. A lower figure for strictly fireproof buildings is only obtained in the case of unfinished factories and warehouses. Fourteen cents is 30 per cent less than the cost of schools in eastern cities.

The Lyman Trumbull Manual Training High School.

Because of the special characteristics of this school and the extent to which it is developed, a detailed description of the building and its equipment is included in this report.

The building includes important features never before introduced in public school building construction and is the most distinctive product of the year's work.

It is located in the north division and is intended as the second of the three proposed manual training centers. That on the west side, the R. T. Crane, at Van Buren street and Oakley boulevard, has been in operation for four years. The site of the south side school is purchased and is on Stoney Island avenue,

NOTE.—The name has been changed since June 30, 1907, but prior to the printing of this report, to the Albert G. Lane Technical High School.

facing Jackson Park, between 61st and 62d streets, accessible from all parts of the south side because of the numerous transportation lines which terminate or originate here.

The corner of Sedgwick and Division streets is the location for the second or north side center. This point is also reached either directly or by one transfer by every transportation line in that division of the city.

The building accommodates 1,600 students, divided into three periods in the daytime and one in the evening. The shops, located on the ground floor, have a working capacity of 400 pupils during one period, the working unit there being 24 pupils, or one-half of the unit of the other departments, which are arranged for 48 pupils each.

The exterior of the building has been designed economically with the intention of providing the maximum amount of light. The construction is of brick, stone, steel and fire-clay tile. It is the purpose of the design to express as near as possible by simple and direct composition the use for which the building is built.

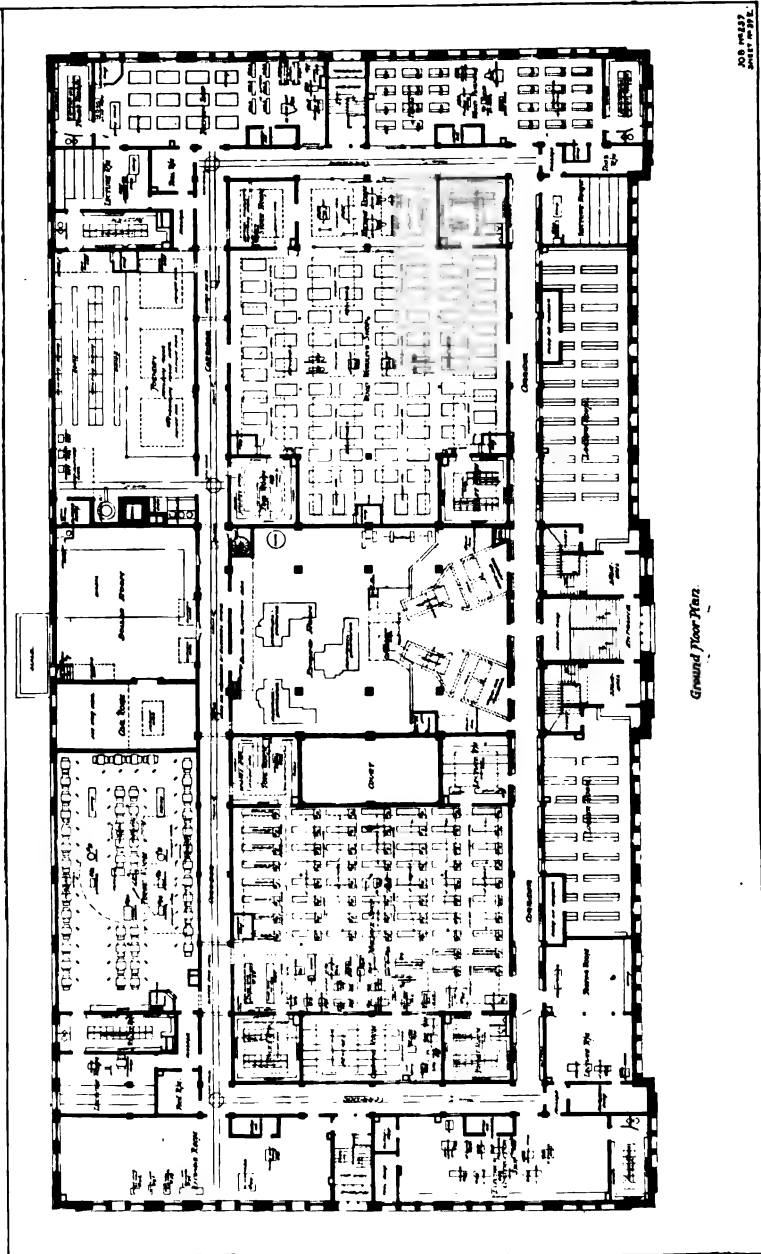
On the ground floor are the locker rooms, machine shop, chipping and receiving rooms, wood-working, foundry, forge, pattern, wood-turning and electric construction shops, with their lecture and testing rooms; also the power plant, composed of the generator, boiler and coal rooms.

The first floor contains the Principal's main and private offices, the museum, botanical and physiographical laboratories, the commercial department and thirteen class rooms; also the main floor of the study room assembly hall.

The second floor contains chemical and physical laboratories, dark rooms and balance rooms, private laboratories and lecture rooms. This floor also contains the drawing departments, composed of the mechanical, elementary mechanical, architectural and free-hand rooms. All of the drawing rooms have access to a printing room on the roof. There are six class rooms on this floor, as well as a library with shelves, having a capacity of 5,500 volumes. The corridor of this floor gives direct access to the balcony of the assembly hall.

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Ground Floor Plan

ALBERT G. LANE TECHNICAL HIGH SCHOOL

The third floor contains the lunch room, kitchen and store rooms, as well as an overflow room for the drawing department.

The fourth floor contains the gymnasium, running track, toilets, showers, lockers and Instructors' rooms.

Equipment.

GROUND FLOOR SHOPS.

The GROUND FLOOR LOCKER ROOMS are placed in the main front, and at the street grade, the rooms having direct entrance from the street through numerous entrances as well as from the main stairs and corridors. The floor is of concrete and the lockers are of cold rolled steel, 12"x12"x3'-6" high. The walls are of enamel brick and cement plaster.

The MACHINE SHOP is a room 60'x80' in size, lighted by skylights and side transoms from courts. The walls are of enamel brick and plaster. The floor is of concrete, with asphalt finish. The shop is equipped with machinery for 72 pupils.

The machines are as follows:

- 2—14"x8' engine lathes with plain rest.
- 12—14"x6' engines lathes with raise and fall rest.
- 6—14"x6' engine lathes with compound rest.
- 12—14"x6' engine lathes with plain rest and taper attachment.
- 18—14"x6' engine lathes with plain rest.
- 1—15"x6' square arbor lathe with small plain chuck.
- 4—12"x6' speed lathes.
- 3—18"x9' engine lathes with quick change gears.
- 1—24"x10' engine lathe with side rest.
- 1—14" high speed sensitive drill.
- 1—24" upright drill press with power feed and back gear.
- 1—wet drill grinder.
- 1—8"x24" universal grinding machine.
- 1—No. 1½ small universal milling machine.
- 1—No. 2 25"x8"x18" universal milling machine.
- 2—16" heavy duty back gear crank shapers.
- 1—24" back gear crank shaper.
- 1—6" crank slotter with spring drag.
- 1—wet tool grinder with two 24x1½" carborundum wheels.
- 2—48"x6" grindstones with iron troughs.
- 1—12" disc grinder.
- 1—24"x7"x19" plain milling machine.
- 1—28"x8"x19" plain milling machine.

- 1—grinder with two 14"x2" carborundum wheels.
- 1—arbor press.
- 1—26"x6' planer with single top head.
- 1—36"x12' planer with two top and one side heads.
- 1—42" boring and turning mill.
- 1—5' standard universal radial drill.
- 1—½"x1¼" automatic screw machine.

At the foot of each engine lathe is located a small vise bench 24"x36" in size. These benches contain five individual students' drawers and one general tool drawer, as well as two compartments for storage of examples under construction.

A TOOL ROOM 19'x19' in size joins the machine shop and contains cases for the finished examples, small tools, drawing frames and material. A universal cutter and reamer grinder is located in this room.

A LECTURE ROOM 19'x19' in size is located adjacent to the machine shop, the floor of which is stepped so as to give a clear view of the work done by the Instructor at the bench or lathe. This lathe is a 14"x8' engine lathe, independently motor driven.

The CHIPPING ROOM is equipped with benches to accommodate 24 pupils. At each vise is a set of drawers, one for each student, and a drawer for tools used in common by all pupils. This shop is equipped with the following machines:

- 2—14" heavy duty back-geared double train crank shapers.
- 1—tool grinder with single carborundum wheel 24x2" in size.
- 1—48"x6" grindstone with iron trough.
- 1—three-spindle sensitive drill press.
- 1—tool tempering furnace.

Cases are also located in this room for the storage of finished examples and small tools.

The ELECTRICAL CONSTRUCTION SHOP is equipped with vise benches similar to those in chipping room and cases for the reception of armatures and other examples under construction. The *Tool Room* adjoining the construction shop is furnished with cases and shelving for the storage of sheet metal, fiber, wire and other small parts used in the construction of motors, generators, arc lights, etc. Joining this room is a *Plating Room* equipped with

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ASTOR LENOX TILDEN FOUNDATION

vats used in electro plating of finished examples. The shop is furnished with the following machines:

- 1—heavy duty double trained back-gearred crank shaper (14").
- 1—No. 1½ small universal milling machine.
- 1—hack saw, 12" blade.
- 1—grinder with single carborundum wheel, 14"x3" in size.
- 1—48"x6" grindstone with iron trough.
- 1—14" drill press.
- 1—three-spindle high speed sensitive drill.
- 4—12"x6' engine lathes, one equipped with turret head.
- 1—armature disc punch.
- 1—circular metal saw.

The LECTURE and TESTING ROOM is furnished with one 12"x5' engine lathe, independently motor driven, and one 14" high-speed sensitive drill press, motor driven also. A motor generator set which gives the following electrical currents: 4 to 8 low voltage, direct current; 110 direct current; 80 alternating current, 1, 2 and 3 phase currents. These currents in conjunction with the house current of 220 volts direct current give a wide range for the testing of machinery, instruments, lamps, etc. In conjunction with these rooms is a *Dark Room* for the storage of cells and the setting up of instruments for the measurement of light.

The WOOD-WORKING SHOP is finished and lighted in similar manner to the machine shop. It is equipped with seventy-two double work benches, giving a student capacity of 144. Each half of the bench is provided with four student drawers for the storage of individual edge tools. In the center of each side there is a revolving door to a compartment which contains all tools that are used in common by the pupils.

The top of this table is provided with a cabinet-maker's vise and a tail-screw to each half of the table. Each Instructor in this shop is provided with a tool cabinet for special tools. This shop is equipped with

- 4—48"x6" grindstones with iron troughs.
- 1—36" band saw, motor-driven.
- 1—improved saw table, motor-driven.
- 2—sets of four glue pots.

Adjacent to the wood-working shop is a room 20'x40' in size and separated from the main shop by rolling partitions. This

room contains all the machinery whose operation may interfere with the quiet of the main shop. This room contains

- 1—improved new table.
- 1—30" single surfer.
- 2—36" band saws.
- 1—hand planer and jointer with 16" knife.
- 1—vertical boring machine.
- 1—filing bench.

The WOOD-WORKING TOOL ROOM is finished with cases for the storage of tools and supplies. This room is used also as a finishing room where all products of the shop are finished and stored in cases until dry.

The STOCK ROOM is divided into six compartments, in which are stored the materials for each of the classes of the main shop. This room also contains the shaving exhauster outfit. The piping of this exhauster extends to all wood-working machines and floor sweeps in the wood-working, wood-turning and pattern shops.

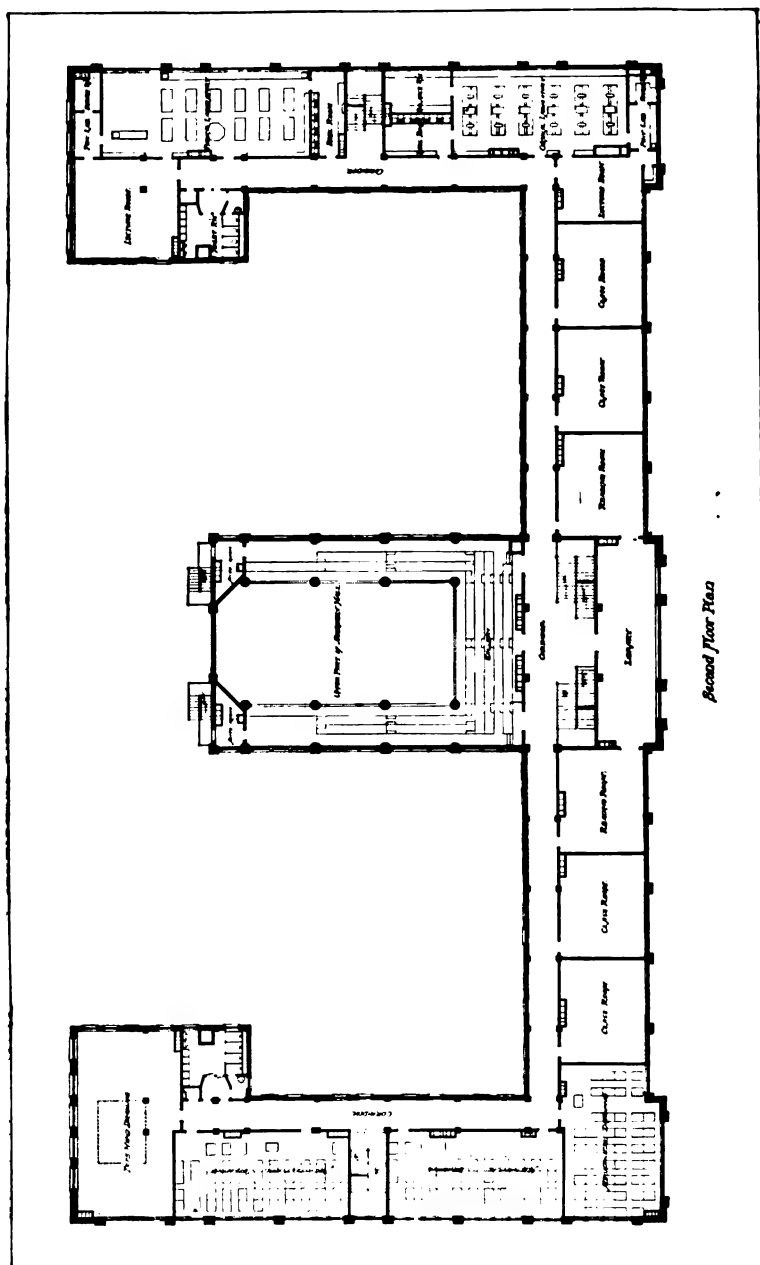
The PATTERN SHOP is finished the same as other shops, but lighted from one side only. This shop is provided with twelve double benches similar to those in wood-working shop, giving accommodation to 24 pupils. This shop is equipped with cases for the storage of pattern models and drawings. The machinery in this room is as follows:

- 1—36" band saw.
- 6—12"x30" speed lathes with three face and screw plates.
- 2—patternmaker gap lathes, 7'x10', with overhanging face plate and standard rest.
- 1—improved saw bench.
- 1—wood trimmer.
- 1—48"x6" grindstone with iron trough.
- 1—set of four glue pots.
- 1—gluing table.

The TOOL ROOM adjoining the pattern shop is fitted up with cases similar to those in the wood-working tool-room.

In the LECTURE ROOMS of the pattern and wood-turning shops is an amphitheater in which the entire class may be seated so that each member may have a clear view of the work done by the Instructor at the bench and lathe. These lathes are 12"x4' speed lathes independently driven by motors.

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Second Floor Plan

ALBERT G. LANE TECHNICAL HIGH SCHOOL

The WOOD-TURNING SHOP is similar to the pattern shop and is equipped with 24 benches, one-half of which are similar to those in the wood-working shop. On the rear side of this bench is mounted a 12"x4' iron base speed lathe with three face and screw plates.

On this side also are two sets of four drawers each, to contain the individual cutting tools. Beside the above lathes there has been installed in this shop the following machinery:

- 1—48"x6" grindstone with iron trough.
- 1—tool grinder, single wheel.
- 1—improved saw bench.
- 1—36" band saw.

The TOOL ROOM of this shop has been fitted up the same as the tool room of the pattern shop.

The FOUNDRY is 40'x80', with enamel brick and plastered walls. This room is lighted from the side and top. The floor is composed of round cedar blocks with crevices filled with sand. Along the outside wall are arranged eight folding iron tables for bench moulding. At one end of this shop will be provided a gallery for the storage of flasks, patterns, etc. This shop has been equipped for the accommodation of 48 pupils and with the following machinery:

- 1—2-ton cupola.
- 3—light metal crucibles.
- 1—core oven.
- 1—grinder and polisher with two carborundum wheels, 15"x2".
- 1—polishing machine.
- 1—15" drill press.
- 1—two-motor traveling crane with a capacity of one ton.

Provision has been made for the future installation of a one-half ton tilting cupola.

The FORGE ROOM is similar in size, finishing and lighting to the foundry. This room has been equipped with 48 down draft forges. Under each of the forges is located two steel cabinets. Each cabinet contains three individual student drawers for the

storing of each pupil's tools. This shop will be furnished with the following:

- 1—wet tool grinder with 24" wheel.
- 2—15" drill presses.
- 1—grinder and polishing machine with 15"x2" wheel.
- 1—single punch and shear with 8" throat.
- 1—250-lb. steam hammer with cylinder 5"x16" in size.

The LECTURE ROOM of this shop is fitted up with an amphitheater similar to other lecture rooms, also having a single Instructor's bench and forge.

All of the above shops have adjacent to each of them a wash and toilet room. These rooms are furnished with numerous wash-basins and lockers for the storage of shop clothing. They are placed so as to be under the direct control of the instructor.

The RECEIVING ROOM is a room 24'x74' in size. In this room is stored all the material and supplies of every description used by the shops and other departments, and upon requisition of the Instructors, materials are cut up and delivered to the different departments. This room contains the following machinery, viz.:

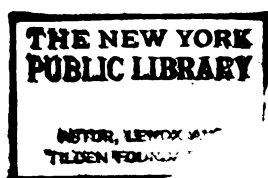
- 1—hack saw, 12" blade.
- 1—10" wet tool grinder.
- 1—3" cutting-off machine.
- 1—30" smoothing planer.
- 1—improved saw bench.
- 1—16"x8"x2" automatic cup wheel knife grinder.

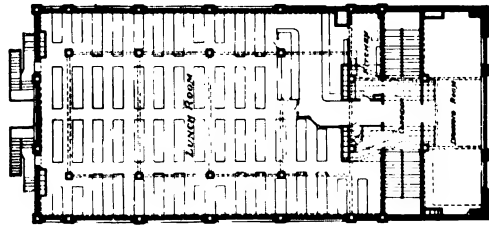
The ENGINE ROOM contains three generator units of 200 kw. each. This room also contains the pumps, main switchboard and the heating fans. The *Boiler Room* is located immediately back of the engine room and contains three boilers with a total capacity of 1,000 horse power. Connecting directly with the boiler room are also the *Coal* and *Ash Rooms*.

UPPER FLOORS.

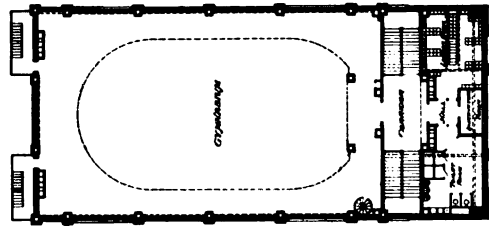
The first and second floors have located at each end of the building a toilet room, fitted up with individual closets and porcelain urinals. The walls will be wainscoted with marble to the height of the closet partitions.

The class rooms on those two floors have a seating capacity of

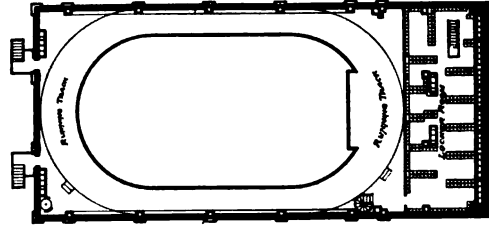




Third Floor Plan



Fourth Floor Plan



Running Track Floor Plan

ALBERT G. LANE TECHNICAL HIGH SCHOOL

48 desks each and are 24'x29' in size; the walls are wainscoted with burlap to the height of the blackboards, which are slate four feet high, with the chalk trough three feet from the floor.

The **PHYSIOGRAPHICAL LABORATORY** is finished in a similar manner to the class rooms, but each pupil has a desk with a flat wood top, and the individual student drawers are located at the left hand side of the table. These tables are 20"x36"x30" high. This laboratory will be fitted up with a large number of cases for the storage of maps, globes, minerals, modeling clays, etc. In the *Lecture Room* adjoining the laboratory and separated from it by a rollong partition is located a delta table. This table top will be shaped in such a manner as to form valleys, plateaus, planes, etc. The Instructor on this table with clays, loams, sand, etc., may illustrate the formation of the earth's surface as well as the stratification of it. This table contains also slides for the storage of galvanized iron pans, which are used by the students in modeling.

The **BOTANICAL LABORATORIES** are to be fitted up with cases and tables similar to the Physiographical Department, with the addition of a Wardian room and a metal lined Aquarium. The Aquarium stands are so shaped as to form ditches and pools when necessary.

The **STUDY ROOM-ASSEMBLY HALL** is located on the first floor, having a total seating capacity of 1,000—560 seats are located on the main floor.

The main floor seats are constructed to serve as a desk during the day sessions; the desk portion is to be lowered out of the way and extra portable chairs inserted when the room is used as an assembly hall for lectures.

The **DRAWING DEPARTMENTS** are located on the second floor on the north side of building and are lighted from the north as well as from the top. Each of the rooms is fitted up with supply cases and 48 students' drawing tables. These tables are placed in each of the drawing departments except the free-hand drawing room.

The students' tables are cabinets 25"x36" and contain seven

individual student drawers; these drawers being large enough to store the drawing board, T-square and instruments. The tops of these tables are $30\frac{1}{2}'' \times 38\frac{1}{2}''$ and have a slope from front to back of 3". The free-hand drawing room has cases for models, material and portfolios. The portfolio cases are slides $16\frac{1}{2}'' \times 22\frac{1}{2}''$, upon which a student's portfolio of drawings is placed; at one side of these slides is a pigeon hole in which a pasteboard drawer is placed which contains the student's instruments, colors, etc. This room is equipped with easels, shadow boxes and platforms.

The CHEMICAL and PHYSICAL LABORATORIES are located at the south end of this floor. Both of these laboratories are fitted up with cases and closets, necessary for the storage of material used in the rooms. The student chemical table is $4' \times 14' \times 36''$ high, accommodating eight pupils, four on each side. This table has a soapstone top and two sinks one-half the length of the table. There is located in the center of this table a double down draft hood, with glass sides and top. At each student working space is a down draft suction bonnet, as well as water and gas; the reagent shelves are of glass and are placed against the center hood and at each end of the table; below the table top is located at each student working space five changes of individual pupil drawers, as well as a small drawer used in common by all pupils for filtering paper, corks, etc. There is also at each space a closet to store filtering stands and other apparatus. The student table in the *Physical Laboratory* is a table $3'0'' \times 6'6'' \times 36''$ high, having a soapstone table top; this table is heavily constructed throughout, at each corner of the table is located the electrical cut-out boxes and gas outlets; under the table is located cabinets for individual student drawers, as well as closets for the storage of clamps and other apparatus.

Along the outside walls of the two laboratories has been placed a three-inch soapstone wall table the entire length of the room. Along the top of these tables are located outlets for gas, electricity, water and air.

The *Private Laboratories* joining each of the laboratories are fitted up with cases for the storage of material and with working tables for the use of the Instructors. The *Chemical Laboratory*

has a wall hood located between the laboratory and the lecture room; one compartment of this hood is used as an evaporating chamber with an electric heater. On each Physical and Chemical student table is located electrical cut-out boxes.

These boxes are under the control of the Instructor. They give to each of the students the following currents, 4 to 8 direct current, 110 direct current, 80 alternating and the single phase current.

Each of the SCIENTIFIC LECTURE ROOMS is fitted up with cases for the storage of apparatus and with Instructors' tables 2'6"x12'x3'2" high; these tables have soapstone table tops with a sink at one end. At this sink are located outlets for steam, water, hot water, gas and air; at other end of the table is located a switchboard which has the following electrical phase currents: 4 to 8 direct, 110 direct, 80 alternating, 1, 2 and 3 phase currents. The *Balance Room* is fitted up with cases with glass sides and tops in which are placed the balances. The dark rooms have long metal lined sinks with dark room lanterns and shelving placed over them, and are used for photographic purposes, electrical measurements, analysis of light, etc.

All of the above laboratories and lecture rooms are fitted up with opaque shades at the window openings, so as to permit the darkening of the rooms for the use of the stereopticon.

The LUNCH ROOM is located on the third floor and has a seating capacity of 800. This capacity makes it possible to serve the entire school in a short period.

The GYMNASIUM is located on the fourth floor, with the RUNNING TRACK one story higher. The room is 58'x100'. The Gymnasium has been fitted up with all of the modern appliances, so as to make it a thoroughly equipped department. The floor of both the Gymnasium and Running Track will be covered with cork carpet; the toilet and shower rooms have individual closets and showers.

The locker rooms will be furnished with 650 iron lockers so

arranged in stacks and alcoves as to form dressing rooms for the students.

7. The Illustrations.

The Lyman Trumbull Manual Training High School. Perspective sketch of the exterior.

Plans of the Shop Floor, First, Second, Third and Fourth Floors.

WASHBURNE SCHOOL. South elevation fronting on the proposed small park. First story plans showing the first portion now nearing completion in black, and the second portion to be put under contract in 1908 in gray.

BELDING SCHOOL. A photograph showing the six-room, assembly hall and gymnasium addition and plan of the first story, showing old and new portions. The Belding School is the first to have an assembly hall down on the ground level.

HENRY SCHOOL. A photograph showing additions at each end of the central portion built in 1903. The additions include twelve rooms, assembly hall and gymnasium. Plan shown showing the old and new portions. The assembly hall is on the ground level.

ROGERS SCHOOL. A perspective view of the south front, showing the additional 18 rooms, assembly hall and gymnasium, with basement and first story plans showing old and new portions.

PENN SCHOOL. A photograph of the completed structure. The Graeme Stewart School is similar.

JAHN SCHOOL. A photograph of the completed structure. The Washington School is similar.

MOOS SCHOOL. Two exterior photographs from the west and from the east and one interior view of the assembly hall. The Pullman and Kosciusko Schools are similar.

HAYT SCHOOL. One photograph of the exterior and one of the assembly hall. The O. A. Thorpe, Lloyd, Oglesby, Warren and Key Schools are similar.

Repair Department.

The following is a report of expenditures and contracts and other work done under the supervision of the Repair Department for the year ending June 30, 1907:

PERMANENT IMPROVEMENTS.**Cement and brick paving at the**

Normal	Jefferson High	Waller High
Avondale	Barnard	Barnard Br.
Beale	Burke	Burnside
Chase	Colman	Columbus
Crerar	Douglas	Emmet
Everett	Farren	Froebel
Fulton	Graham	Grant
Gresham	Hamline	Hammond
Hancock	Harvard	Hawthorne
Knickerbocker	Longfellow	McCosh
Mitchell	Morris	Moseley
Park Manor	Poe	Raymond
Schiller	Spry	Tennyson
Webster	Walsh	Whittier
Yates		

At a cost of.....\$ 32,395.78

Cinder walks were laid at the

Jefferson High	Burroughs	Clay
Fernwood	Gresham Br. 2	McPherson Br.
Sherman	Taylor	Warren
School site, Ave. M	and 97th St.	

At a cost of..... 1,943.00

Grading and filling was done at the

Austin High	Calhoun	Clay
Columbus	Drake	Farren
Fallon	Fiske	Foster
Gallistel	Garfield	Gladstone
Graham	Gresham	Hammond
Hartigan	Howe	Kozminski
Madison	McCosh	Moseley
Parkside Br.	Raymond	Scott
Sheldon	Sullivan	Ward
Springer site	Walsh	

At a cost of..... 7,530.37

Wire guards were placed at the

Normal	Englewood High	Hoyne
Coonley	Darwin	Farren
Hendricks	Lloyd	McPherson
Mulligan	Newberry	Schley
Stanley	Tilden	

At a cost of..... 201.90

New flag poles were erected at the

Yale	Austin High	McKinley High
Blaine	Cameron	Colman
Ericsson	Graham	Kinzie
Logan	May	McCormick
Monroe	Poe	Raymond
Von Humboldt	Wentworth	

At a cost of.....\$ 2,387.00

New scales were installed at the

Graham	Nash	Peabody
Taylor	Wentworth	

At a cost of..... 2,201.80

Name plates were put on at the

Burke	Komensky	Kosciuszko
	Stanley	

At a cost of..... 298.00

Iron fences were put up at the

Gladstone	Hamline	Holden
Moseley	Worthy	

At a cost of..... 8,579.84

Retaining walls were built at the

Hamline	Moseley
---------	---------

At a cost of..... 2,737.35

Surveys were made at the

Beaubien	Davis	Graham
Hamline	Hancock	Irving
May	McPherson Br.	Monroe
Moseley	Wentworth	

At a cost of..... 120.00

New metal roofs were put on the

Sherwood	Hancock
----------	---------

At a cost of..... 1,558.00

New floors were laid at the

Austin High	Crane High	Hyde Park High
Alcott	Auburn Park	Anderson
Bass	Belding	Bancroft
Bismarck	Brenan	Brown
Brownell	Burr	Carter

Cooper	Douglas	Earle
Emerson	Fallon	Gallistel
Gresham	Hamilton	Harrison
Hayes	Headley	Healy
Hawthorne	Irving Park	Jefferson
Keith	Kershaw	Key
Kinzie	Langland	Lincoln
Longfellow	McAllister	McClellan
Mitchell	Montefiore	Morris
Nettelhorst	Park Manor	Parkside
Pickard	Raymond	Schiller
Seward	Sheldon	Walsh
Wentworth	Willard	

At a cost of.....\$ 33,690.62

Alterations, etc., on account of new building law at the following schools:

Yale	Emmet	McAllister
Hoyne	Everett	Mitchell
Marshall High	Fallon	Montefiore
Medill High	Foster	Morris
Lake High	Froebel	Moseley
Tuley High	Grant	Mulligan
Adams	Hawthorne	Nash
Anderson	Hamilton	Otis
Avondale	Hancock	Parental
Beale	Harrison	Plamondon
Barnard	Hartigan	Prescott
Beidler	Hayes	Pickard
Belding	Hamline	Poe
Bowmanville	Headley	Raymond
Bradwell	Henry	Ryerson
Brenan	Irving	Sumner
Burley	Irving Park	Sheldon
Calhoun	Kershaw	Stanley
Chalmers	Holden	Seammon
Carpenter	Jones	Schneider
Schley	Clarke	Kinsie
Sherwood	Cooper	La Salle
Shields	Crerar	Lincoln
Schiller	Chicago Lawn	La Fayette
Talcott	Cornell	Longfellow
Throop	Dante	Lowell
Walsh	Darwin	Langland

Wicker Park	Davis	Manierre
Wentworth	Dore	Marquette
Whittier	Douglas	Marsh
Worthy	Washburne	Willard

At a cost of.....\$ 20,781.45

Class rooms, cooking, manual training, etc., were fitted up at the

Normal	Calumet High	Tuley High
Phillips High	Lake High	Hoyne M. T.
Medill High	Altgeld	Audubon
Barnard	Burr	Brainard
Cameron	Carpenter	Chalmers
Clay	Copernicus	Doolittle
Dore	Anderson	Emerson
Fallon	Farragut	Goudy
Graham	Hartigan	Kinzie
McCormick	Monroe	Nettelhorst
Longfellow	Mitchell	Montefiore
Bryant	Parental	Ravenswood
Raymond	Scammon	Scanlan
Sheldon	Van Vlissingen	Washburne
Whitney		

At a cost of..... 26,344.83

Fitting up laboratories at Englewood High School up to June 30. 8,498.16

Fitting up premises at 27 West Madison street..... 3,000.14

A fireproof bridge was constructed at the Doolittle School at a cost of 7,385.58

New machinery was installed at the workshop at a cost of... 6,784.29

\$166,438.11

Nineteen portable buildings were constructed at a cost of....\$ 18,050.00

Portable buildings were moved as follows:

From Jenner to Lake View High.

From Medill High to Jefferson.

From O. A. Thorpe to Belding.

From Bryant to Tilton.

From Washburne to Healy.

Location changed at Jackson.

From Jenner to Jackson.

Location changed at Jenner.

From Bowmanville to Marquette.

From Workshop to Park Manor.

From Rose Hill to Byford.

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ASTOR, LENOX AND
TILDEN FOUNDATIONS.



THE HIRAM H. BELDING ELEMENTARY SCHOOL
N. Forty-Second Court and W. Cullom Avenue
Showing Six Room and Assembly Hall Addition at the Right

From Van Vliissingen to Van Vliissingen Br.
 From Chicago Lawn to Washburne.

At a cost of.....\$ 5,190.90

\$189,679.01

Apparatus and furniture was manufactured at Workshop as follows:

Benches and railing for Comp. Dept.
 Roll-top desk for president.
 2 Tables for architect.
 3 Typewriter desks for B. M.
 12 Locker cases for M. T.
 275 Filing boxes.
 25 Sample coal boxes.
 Case for vault in room 720.
 Wardrobe for superintendent.
 36 Model stands.
 25 Bulletin boards.
 202 Blackboard frames.
 25 Toilet cases.
 25 Wooden mail boxes.
 36 Mirrors.
 12 Engineer's work benches.
 12 Picture card cases.
 50 Wand racks.
 25 "Lost and found" boxes.
 37 Teachers' wardrobes.
 50 Principals' desks.
 96 Lunch benches.
 200 Teachers' tables.
 175 Reference tables.
 25 Sand tables.
 75 Com. bookcases.

At a cost of.....\$ 7,937.87

Seats and desks were placed at the following schools:

Englewood High	Curtis High	Medill High
Tuley High	Chicago Lawn	Bryant
Copernicus	Goudy	Key
Lloyd	Henry	Jackson
Jenner	Hedges	Hamilton
Nettelhorst	Parental	Pope
Shields	Stewart	Thorp
Van Vliissingen	Wells	Penn

At a cost of.....\$ 19,069.50

Educational Account. See original for information

Shades were placed at the

Normal	Hyde Park High	Lake View High
Tuley High	Waller High	Adams
Alcott	Arnold	Auburn Park
Avondale	Bancroft	Barnard Br.
Beale	Beidler	Belding
Bismarck	Blaine	Brainard
Brownell	Bryant	Burley
Burnside	Burr	Cameron
Chalmers	Chase	Clark
Colman	Columbus	Coonley
Crerar	Darwin	Dewey
Douglas	Earle	Emerson
Emmet	Everett	Fallon
Farragut	Felsenthal	Fernwood
Field	Foster	Franklin
Fuller	Fulton	Gallistel
Goethe	Goodrich	Goudy
Greeley	Greene	Hamline
Hammond	Hancock	Hartigan
Hawthorne	Hayes	Headley
Hendricks	Holden	Howland
Irving	Irving Park	Irving Park Br.
Jackson	Jenner	Jirka
Jones	Jungman	King
Kinzie	Komensky	Langland
La Salle	Libby	Lloyd
Logan	Longfellow	Lowell
Madison	Manierre	Mann
Marquette	May	McClellan
McCosh	McLaren	McPherson
McPherson Br.	Mitchell	Montefiore
Moos	Morris	Moseley
Mulligan	Newberry	Nobel
Oakland	Otis	Parental
Parkman	Parkside	Pulaski
Ravenswood	Ray	Ryerson
Seammon	Scanlan	Schley
Schneider	Sexton	Sheldon
P. Sheridan	Shields	Spry
Stanley	Stowe	Sullivan
Sumner	Talcott	Throop
Tilden	Tilton	Walsh
Warren	Washburne	Wells

Wicker Park	Whittier	Yates
Office, Tribune Bldg.		
At a cost of.....		\$ 15,256.81

Repairs to plaster and mason work done at the

Normal	Yale	Englewood High
Hyde Park High	Lake High	Marshall High
Tuley High	Phillips High	Anderson
Arnold	Bass	Beidler
Bismarck Annex	Brown	Burr
Carter	Clarke	Emmet
At a cost of.....		\$2,680.72

Repairs to slate and metal were made at the

Ericsen	Fallon	Field
Drummond	Emmet	Fallon
Farragut	Farren	Field
Forestville	Franklin	Fuller
Gallistel	Garfield	Gladstone
Goethe	Goldsmith	Goodrich
Goudy	Grant	Greene
Hamilton	Hamline	Hammond
Harrison	Hawthorne	Hayes
Healy	Holden	Holmes
Howe	Jefferson	Kenwood
Kershaw	Kinzie	Knickerbocker
Komensky	Kozminski	Langland
Lewis-Champlin	Lloyd	Logan
Longfellow	Lowell	Madison
Manierro	Marquette	Marsh
McAllister	McClellan	McLaren
McPherson Br.	Moseley	Motley
Nash	Newberry	Ogden
Parental	Parkman	Park Manor
Poe	Raster	Ravenswood
Ray	Ryerson	Scammon
Scanlan	Schiller	Schneider
Scott	Sexton	Sheldon
P. Sheridan	Sherman	Shields
Smyth	Sumner	Swing
Talcott	Tennyson	Throop
Tilden	Tilton	Von Humboldt
Wadsworth	Walsh	Ward
Warren	Washburne	West Pullman
Whittier	Wicker Park	Willard
Worthy	Yates	Workshop
At a cost of.....		\$ 8,802.35

Calclmining, painting, varnishing, etc., at

Normal Practice	Crane High	Hyde Park High
Marshall High	Marshall High Br.	Tuley High
Waller High	Adams	Alcott
Anderson	Armour	Arnold
Bancroft	Bass	Beidler
Brenan	Brown	Bryant
Burns	Burnside	Burr
Byford	Cameron	Carpenter
Chalmers	Chase	Chicago Lawn Br.
Colman	Columbus	Crerar
Dante	Dewey	Doolittle
Dore	Douglas	Drake
Emerson	Ericsson	Fallon
Farragut	Farren	Felsenthal
Fernwood	Field	Forestville
Foster	Franklin	Fulton
Gallistel	Goethe	Goldsmith
Goudy	Grant	Greene
Gresham	Hamline	Hammond
Hancock	Harrison	Hartigan
Haven	Hayes	Hendricks
Holden	Holmes	Howland
Irving	Irving Park Br. 1	Irving Park Br. 2
Jefferson	Jones	Keith
Kenwood	Key	King
Kinzie	Knickerbocker	Komensky
Kosciuszko	Kozminski	LaFayette
Langland	LaSalle	Lawson
Lewis-Champlin	Libby	Linne
Linne Br.	Logan	Longfellow
Lowell	Madison	Manierre
Marquette	Marsh	McCosh
McLaren	McPherson	McPherson Br
Mitchell	Montefiore	Morris
Morse	Motley	Mulligan
Nash	Newberry	Nixon
Nobel	Oakland	Ogden
Parental	Parkman	Peabody
Parkside Br.	Plamondon	Pulaski
Pullman Br.	Ravenswood	Ray Br.
Raymond	Revere	Scammon
Scanlan	Schley	Scott
Seward	Seward Br.	Seward Kindergarten

Sexton	Shakespeare	M. Sheridan
Sherwood	Shields	Shields Br. 1
Shields Br. 2	Stanley	Stowe
Sumner	Swing	Talcott
Taylor	Thomas	J. N. Thorp
Throop	Tilden	Tilton
Van Vliissingen Br	Von Humboldt	Washington
Wells	Whitney Br. 2	Whittier
Wicker Park		

At a cost of.....\$ 72,161.50

Blackboards were repaired at the

Englewood High	Lake View High	Brown
Jirka	LaFayette	Libby
Montefiore	Motley	Raster
Ray	Ray Br.	Schley
Schneider	Spry	

At a cost of..... 2,070.70

Repairs and recoating gravel roofs at

Crane	Agassiz	Arnold
Auburn Park	Bancroft	Burr
Chicago Lawn Br.	Cooper	Field
Garfield	Goethe	Goodrich
Goudy	Greene	Jirka
Kosciuszko	Linne	Logan
Motley	Parental	Raster
Ray	Spry	Sullivan
Whittier		

At a cost of..... 5,830.37

\$106,802.45

Repairs to scales at the

Hyde Park High	Medill	Brown
Crerar	Drake	Fulton
Gladstone	Greene	Hartigan
Hendricks	Holden	Jones
Kenwood	Manierre	McAllister
Oakland	Peabody	Pullman Br
Raymond	Seward	Spry
Sullivan	J. N. Thorp	West Pullman

At a cost of.....\$ 1,051.00

Repairs to iron fences at

Lake High	Phillips High	Arnold
Cameron	Colman	Fallon
Farren	Foster	Haven
Linne	Mulligan	P. Sheridan
At a cost of.....\$ 478.50		

Repairing flag poles and replacing ropes at the

Phillips High	Armour	Audubon
Bancroft	Burns	Burnside
Chalmers	Chicago Lawn Br. 3	Earle
Fallon	Farren	Fiske
Garfield	Goudy	Gresham Br 1
Hamline	Harrison	Healy
Hendricks	Irving	Irving Park
King	Lincoln	Linne
Lloyd	Logan	Longfellow
Madison	Mann	McLaren
McPherson Br.	Moseley	Motley
Parental	Poe	Prescott
Raster Br. 2	Ravenswood	Ray
Rogers	Schley	Seward
Shakespeare	Sheldon	Sherman
Spencer	Sullivan	Talcott
Walsh		
At a cost of..... 507.16		

Supplies, Etc.

Paints, oils, etc.....\$	1,773.73
Window glass and putty.....	7,173.03
Hardware and nails.....	15,909.16
Lumber	43,896.63
Carpenters' and laborers' wages.....	75,526.97
Removing ashes and rubbish.....	1,985.37
Electrical supplies and repairing.....	2,663.49
Fitting up office in Tribune building.....	270.00
Fumigation of school buildings.....	3,801.70
<hr/>	
\$261,639.19	

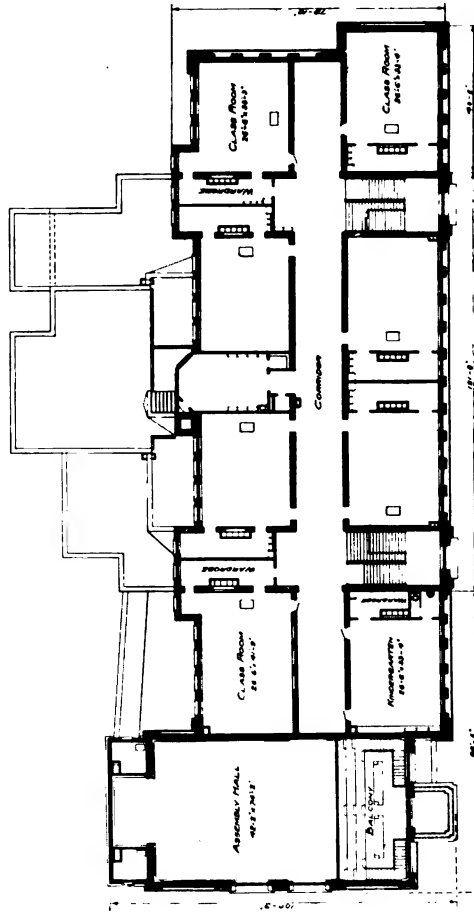
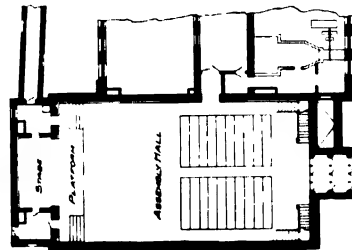
Respectfully submitted,

D. H. PERKINS,

Architect.

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ASTOR, LENOX & TILDEN FOUNDATION



ANNUAL REPORT OF WORK DONE OR UNDER CONSTRUCTION UNDER THE DIRECTION OR SUPERVISION OF THE CHIEF ENGINEER.

To the President, Board of Education of the City of Chicago.

Dear Sir: I submit herewith a report summarizing the work done under the jurisdiction of the Chief Engineer's Department during the school year ending June 30, 1907:

In view of the stringency of funds in former years, it was impossible to remove dilapidated and insanitary plumbing fixtures, but during the months of July and August, 1906, in order to comply with the City Ordinances, this Department recommended the removal of said fixtures from thirty school buildings and the substitution of modern equipment. I wish to report that the old style closet ranges with automatic flushing tanks are being rapidly replaced with individual closets, equipped with automatic seat operating mechanism.

Owing to the many dark days experienced during the winter months, it was deemed advisable to install gas fixtures in school buildings, particularly those buildings located in the factory districts, in order that the school work and class recitations might be continued uninterruptedly. With this end in view, said schools received attention from this Department, and it can now safely be said that all school buildings located in the districts above referred to at least are equipped with sufficient lighting facilities to insure the proper illumination of class rooms, irrespective of the meteorological conditions. At the same time electricity has been introduced in school buildings wherever convenient, and the proper fixtures furnished and placed in the assembly halls. In addition to this the necessary electric wiring to properly connect stereopticons with electricity in thirty schools was completed.

It has been the aim of this Department for several years to have toilet rooms for the accommodation of teachers in many school buildings removed from the basement to more convenient locations

in the upper part of school buildings, but on account of more important matters involving the expenditure of money it was found impossible to proceed with the improvements mentioned in as many instances as was deemed necessary. However, I am pleased to report that this improvement has been effected in twelve school buildings during the past year. Where toilet room facilities have been installed above the basement of school buildings it has been found that the same could not be kept in sanitary condition on account of the inadequate water supply, necessitating the installation of electric pumps.

During the summer vacation a thorough examination was made of all steam boilers in school buildings, with the result that new boilers of the horizontal tubular type were placed in position for defective ones in the Doolittle, Emerson, Foster, Jefferson and George H. Thomas school buildings, at a cost of \$12,530. It is very gratifying to know, however, that new boilers set in position in the above mentioned schools replaced boilers in continuous operation for some twenty and twenty-two years, indicating that the character of boilers installed in school buildings is of a high class order, and, irrespective of original cost, is cheap, in view of the long efficient and thorough service rendered. In this connection I wish to state that the specifications for steam boilers for several years past provide that they shall be constructed of the best steel, with butt joints, double straps, triple rivetted. A tubular boiler built along the lines above indicated places it in the high pressure class and in keeping with the most advanced practices of modern engineering.

Heretofore the brick work in connection with steam boilers was done on day orders. This practice was stopped, inasmuch as it was found that the competition was not of a sufficiently wide range to conserve the best interests of the Board. In lieu of this practice specifications were prepared covering the needed repairs, resulting in keen competition for the work, contracts for which were awarded to the lowest bidder. The work was done in a thorough manner, under bond guaranteeing its efficiency for one year from date of completion, with a decided saving to the Board of Education.

For some years past the electric current consumed for lighting purposes at the John Worthy School building was generated at this building. After conferences with the Board of Directors of the House of Correction arrangements were made whereby the Board of Education would make certain connections to the electric plant at the House of Correction for the purpose of furnishing current for use at the John Worthy School Building. This was done and is now working in a very satisfactory manner, resulting in a marked saving to the Board of Education as regards fuel consumption as well as a decrease in the operating force. The engine heretofore used at the John Worthy School was installed to good advantage in our work shop at 169 West Monroe street.

During the current school year more or less discussion was given the matter of installing apparatus for fire protection in school buildings, and in accordance with instructions from the Committee on Buildings and Grounds and in compliance with the Building Ordinance of the City of Chicago, specifications were prepared by the Chief Engineer and bids requested for the installation of fire appliance apparatus in all of the public school buildings. The matter was advertised and given wide publicity. Propositions were received and contract awarded to the Chicago Fire Appliance Company, it being the lowest bidder. The installation of same took place with the hearty coöperation of Chief Fire Marshal Horan, under the jurisdiction of his battalion chiefs. It is gratifying to report that each and every public school in the City of Chicago is now fully and adequately equipped with this apparatus, ready to combat such fire exigencies as may arise. In at least one instance the value of this installation has been demonstrated practically.

At this time considerable thought is given the matter of prevention of smoke in the Chicago public school buildings; in fact, plans for furnace settings such as will comply with the Smoke Ordinance are now being prepared. It is appreciated that this is a matter against which the public sentiment is strong, and it is the avowed policy of the Committee on Buildings and Grounds to coöperate in every possible manner with the officials of the Smoke Inspection Department to minimize this nuisance. In rela-

tion to this matter I desire to state that the Board of Education has always evinced a disposition to comply with the City Ordinance in an endeavor to abate the smoke nuisance as far as the finances would warrant. The Chief Engineer has designed a furnace which has demonstrated, by actual tests, its efficiency in operation, cost of maintenance, and its general adaptability to the special requirements of school work, its economy in fuel consumption, and at the same time reduce the smoke to a point whereby the city ordinances will not be violated, provided the operating engineer follows instructions issued from this Department.

The Chief Engineer has had on file in his office for several years propositions from firms engaged in the construction of smoke preventing furnaces agreeing to equip all of the boilers in school buildings without cost to the Board of Education until such time as it was demonstrated that the saving in fuel consumption would justify the Board to pay the firm's contract price. The propositions referred to were duly considered by different Boards, but in each instance they were not regarded as strictly business-like, consequently were placed on file.

Plans and specifications, after exhaustive research, have been prepared for the erection of a new school building at Sedgwick and Division streets. Contracts for the various branches of work coming under the jurisdiction of the Chief Engineer were awarded to the lowest bidder, in each case, as follows:

Steam heating	\$ 30,038.00
Ventilation	15,900.00
Plumbing and gas fitting.....	18,847.00
Sewerage	7,747.00
Heat regulation	2,750.00
Dynamos, etc.	13,780.00
Motors	7,500.00
Engines	9,581.00
Plumbing in laboratory.....	3,790.00
	<hr/>
	\$109,933.00

The equipment contemplates the installation of generators, motors, wiring, switchboards, lighting fixtures, lantern circuits,

experimental wiring, boilers, pumps, ventilating fans, exhaust fans, and machinery for shop practice.

Steam is furnished for heating and power by the three water tube boilers, having a capacity of 1,000 h. p. A pressure of 125 lbs. will be maintained for operating the steam engines. The steam for heating the building will be obtained from the exhaust of engines and also by reducing the pressure of live steam from the boilers. The exhaust steam will also be passed through a feed water heater, which is connected with the boilers. There are two boiler feed pumps, one vacuum pump, to draw condensation from the heating system, one house pump to supply hot and cold water to all floors of the building independent of the city water pressure, and one air compressor to operate the automatic valves and dampers. All of these pumps are connected and operated by steam. Sufficient fans are located throughout, to insure the proper ventilation of building at all times, and so arranged that either the basement shops or large halls may be used independently of the remainder of building and properly ventilated.

The generating plant consists of three units of 200 kws., direct connected to four valve engines of 300 h. p. each. The generators supply current for light and power at 220 volts. There are approximately fifty motors installed through the building, making a total of 500 h. p., and are operated at the same voltage as before mentioned, same being used for the operation of individual machines and fans.

The wiring of building provides for approximately 2,500 16-c. p. lamps, sixty arc lamps, lantern circuits in various lecture and laboratory rooms, experimental circuits and motors. A balancer set has been installed in connection with generating units, which permits the use of 220 volts for the motors and 110 volts for the lighting. This arrangement makes it possible to have outside service connected at any time without changes in the interior wiring.

All of the above work is to be prosecuted to completion with despatch, and it is fair to presume that the entire building will be ready for occupancy by September 1, 1908.

During the current year all work in connection with the buildings noted below has either been completed or progressed to such an extent as to permit the opening of schools:

Joseph Warren.
Richard Oglesby.
Graeme Stewart.
O. A. Thorp.
Bernard Moos.
Jesse Spalding.

Chicago Lawn.
Henry D. Lloyd.
Kosciuszko.
Washington.
Geo. M. Pullman.
S. K. Hayt.

as well as additions to many others.

The heating and ventilating systems are indeed models of efficiency. So much so that this department is in constant receipt of inquiries regarding the same, and for literature of any kind descriptive thereof as the Chief Engineer may have to distribute thereon.

Briefly stated, this apparatus consists of sections of vertical radiators located in the basement and erected in such a manner that the air is drawn from the outside by means of a fan or blower, the same being operated by an engine or electric motor. The air thus drawn is forced through the radiating surface to a warm air distributing chamber, thence through individual ducts to each class room. At the central point of distribution, air at two different temperatures is manipulated automatically by the combined influences of a thermostat and damper, the former located in the class room and the latter in the duct leading thereto. This device makes it possible to keep the class room at even temperature during the entire day's session. The apparatus provides for the entrance of thirty cubic feet of air per minute per pupil to each class room, resulting in an entire change of air in rooms seven times in an hour. This in itself is an exceedingly powerful argument for its installation in school rooms, where ventilation is so important a factor, to say nothing of the economy from fuel consumption, saving in cost of installation, much less the saving in maintenance, and little depreciation of apparatus.

Numerous inquiries are constantly being received by this Department with reference to the plumbing equipment of the Chicago public school buildings. During the past three years individual closet fixtures, with seat operating devices, have been

installed. The old style slate urinals have been supplanted by solid porcelain urinal stalls.

Many requests have been made for the use of assembly halls in the various schools for divers purposes. Heretofore these halls could not be properly heated without the entire apparatus being operated, generating heat through the building. On recommendation from your Chief Engineer a small engine was installed to operate a fan of sufficient size to distribute air to the assembly halls, which are located on the first floor, and the gymnasiums, located directly above. This plant has been installed in all the new buildings recently constructed and has given gratifying results, both as regards economy in fuel consumption and in heating and ventilating the rooms referred to.

In conclusion, I take the liberty of saying that all work done in this department during the current school year has been a decided step in advance, both from an educational standpoint, as viewed from the Mechanical Engineer, and in strict keeping with the rapid strides of progress of the City of Chicago itself.

Respectfully submitted,

T. J. WATERS,
Chief Engineer.

REPORTS OF STANDING COMMITTEES

ANNUAL REPORT OF THE COMMITTEE ON FINANCE

Your Committee on Finance presents their report in detail of the expenditure on account of the Board of Education for the school year ending June 30, 1907, as follows:

SCHOOL TAX FUND, BUILDING ACCOUNT.

School Sites—

Addition to Bismarck School lot.....	\$ 24,677.00	
Addition to Brentano School lot.....	8,213.00	
Addition to Columbus School lot.....	6,008.00	
Addition to Coonley School lot.....	16,659.00	
Addition to Franklin School lot.....	22,816.00	
Addition to Garfield School lot.....	32,034.00	
Addition to Goethe School lot.....	16,616.00	
Addition to Greeley School lot.....	6,758.00	
Addition to Harvard School lot.....	8,531.00	
Addition to Moos School lot.....	14,311.00	
Addition to Seward School lot.....	13,562.00	
Addition to Thomas School lot.....	953.00	
Kosminski School lot (four quarterly payments)...	1,750.00	
Condemnation expense	22,286.41	\$ 195,114.41

New Buildings—

On account of contracts for erection of.....	\$2,958,186.93
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PERMANENT IMPROVEMENTS.

In sundry school buildings, as follows:

Fitting up class, cooking and manual training rooms.	\$ 82,300.71
New closets and lavatories.....	48,620.97
Cement and brick paving.....	97,641.18
Retaining walls	2,787.35
Iron fences	8,579.84
Gas and electric fixtures.....	5,005.92
Electric wiring	8,642.75
Steam pipe covering.....	4,865.39
Earth and cinder filling.....	5,950.46
Flag poles	2,387.00
Scales	2,201.80
Metal roofs	1,558.00
New floors	33,690.62
Heat regulation	8,289.10
Fire apparatus	18,716.74
Architect services	14,112.61
Watchmen services	239.00
Wire guards	201.90
New boilers	3,779.37
Workshop, machinery, etc.....	6,784.20

REPORTS OF STANDING COMMITTEES.

Alterations, etc., on account of new building law....	\$ 23,894.97	
Sundry work necessary for the completion of new buildings	51,657.86	
Bridge between buildings, Doolittle School.....	7,885.58	
Portable school buildings.....	19,730.08	
Special assessments July 1 to Dec. 31.....	12,577.57	\$ 416,490.56
Interest on temporary loans.....		14,238.19
Total expenditures School Tax Fund Building Account		\$3,583,980.09

SCHOOL TAX FUND, SPECIAL ASSESSMENT ACCOUNT.

Expenditures Jan. 1 to June 30, 1907.....	\$ 11,842.25
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SCHOOL TAX FUND, INDEBTEDNESS ACCOUNT.

Bonds and Interest—

Matured bonds	\$ 96,000.00	
Interest coupons	11,052.64	\$ 107,052.64

SCHOOL TAX FUND, EDUCATIONAL ACCOUNT.

Salaries—

Superintendents and teachers.....		\$5,841,889.64	
Less amount charged to School Fund	\$1,000,389.64		
Less for salaries of teachers of special studies	1,058,667.71	2,054,057.35	\$3,787,832.29
Office employees			72,895.85
Engineers and janitors, primary and grammar grades.....			578,909.98
Bath room attendants.....			9,090.00

General Repairs—

Masonry and plastering.....	\$ 2,680.72
Mixed paints, oils, etc.....	1,778.78
Recoating and painting roofs.....	5,830.87
Iron, tin and sheet metal work....	8,802.35
Painting and calcimining.....	72,161.50
Plumbing, gasfitting and sewerage.	15,684.26
Cleaning vaults	985.50
Window glass and putty.....	7,178.08
Repairing blackboards	2,070.70
Cleaning buildings	460.75
Hardware and nails.....	15,909.16
Lumber for miscellaneous repairs..	43,896.63
Carpenters' and laborers' wages...	197,535.49
Keep and care of horses.....	4,709.13
Special agent, salary, etc.....	1,185.35
Stable expenses	8,294.06
Repairs to wagons, buggies and harness	2,084.57
Removing ashes and rubbish.....	1,985.87
Shoeing horses	1,962.66
Horses	1,960.00

COMMITTEE ON FINANCE.

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Buggies, wagons and harness.....\$	699.80
Salaries, inspectors, clerks, etc.,	
Eng. Dept.	5,256.82
Repairing scales	1,051.00
Repairing flag poles.....	507.16
Repairing electric bells.....	2,663.49
Fitting up office, Tribune Building.	270.00
Workshop, machinery, etc.....	231.94
Fumigation school buildings.....	3,601.70
Workshop, rental of motor and power	5,935.19

\$ 417,361.93

Less amount charged to Building Account	122,008.52	\$ 295,353.41
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Heating Apparatus—

Ordinary repairs to steam heating apparatus	\$ 47,502.20	
Ordinary repairs to furnaces and stoves	6,654.90	
Repairing steam pipe covering....	2,474.42	
Cut lace, gaskets and packing.....	1,332.99	
Engine and cylinder oil.....	1,110.08	
Salaries engineers and clerks.....	5,256.86	
Inspecting boilers	1,901.00	
Repairing heat regulating apparatus	3,634.17	
Testing ventilating apparatus.....	90.00	\$ 69,956.62

Apparatus and Furniture—

Seats and desks.....\$	3,822.80
Benches	289.05
Principals' desks	1,415.00
Teachers' tables	947.86
Chairs	615.87
Clocks	905.52
Repairing clocks	605.46
Book cases, etc.....	2,484.80
Reference-book tables	542.95
Model stands	115.75
Kitchen tables	255.20
Stereopticon cases and stands....	293.70
Window shades	15,256.81
Ink-wells and glasses.....	1,532.50
Keyboards	83.60
Blackboard frames	811.00
Office furniture	1,211.78
Typewriters	578.52

\$ 31,168.17

Less amount charged to Building Account	14,410.62	\$ 16,757.55
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Rental of Property Occupied for
School Purposes—

School Fund lots.....	\$ 10,454.68	
Rooms and buildings.....	23,201.46	
Offices Board of Education.....	32,500.08	
Office (school certificates).....	208.25	\$ 66,864.42

Fuel, Primary and Grammar Schools—

Soft coal	\$ 240,906.16
Hard coal	23,807.66
Pine slabs	5,406.95
Testing scales	701.50
Carrying in coal.....	9.48
	<hr/>
	\$ 270,831.75

Less amount charged to high schools, evening schools, etc....	40,827.78	\$ 230,003.97
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School Supplies—

Chalk crayons	\$ 2,008.20
Lead pencils	4,865.50
Pens	2,100.00
Pen holders	1,680.00
Writing paper	16,633.06
Cap paper	3,230.68
Envelopes	534.47
Ink	506.25
Stationery	1,175.81
City directories	82.50
Blackboard rubbers	2,468.75
Blackboard pointers	128.40
Rental telephone	2,158.42
Wrapping paper and twine.....	727.66
Insurance	2,053.65
Postage	6,592.21
Telegram charges	46.18
Express charges and carfare.....	485.64
Ribbons for diplomas.....	74.10
Scissors	2,364.01
Paste	66.72
Suppers	1,046.00
Spelling tablets	2,992.11
Arithmetic tablets	4,898.62
Watchmen	1,267.75
Clerks' salaries, supply rooms.....	6,821.19
Supplies ungraded rooms.....	858.44
	<hr/>
	\$ 67,865.82

School House Supplies—

Floor brushes	\$ 7,757.40
Corn brooms	284.35
Dust brushes	860.48
Feather dusters	520.80
Wool dusters	238.56
Stove brushes	10.20

COMMITTEE ON FINANCE.

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Scrub brushes	\$ 267.08
Dust pans	177.60
Wringers	314.87
Window brushes	233.05
Water pails	692.55
Soap	2,993.46
Sponges	2,064.90
Mops	1,644.30
Coal hods	96.00
Shovels	118.50
Coal scoops	206.10
Wheelbarrows	648.00
Rubber hose	921.65
Ash hoes, etc.....	358.35
Kerosene oil	716.99
Iron enamel and paint.....	521.40
Oil cans	166.66
Zinc ollers	17.25
Lanterns, wicks and globes.....	94.55
Hand rakes	27.90
Axes	22.50
Buck saws	10.90
Hammers	25.25
Wrenches	93.79
Screw drivers	10.65
Vises	111.71
Gauge glasses	81.31
Cotton waste	362.15
Thermometers	46.80
Ink vents	52.58
Tin cups	472.80
Picks	18.75
Window cleaning devices.....	84.40
Window poles	110.08
Call bells	55.50
Metal polish	72.85
Door mats	3,093.75
Electric light	3,278.30
Electric light offices.....	1,637.40
Gas	8,055.00
Rat traps	64.04
Water and ice for offices.....	551.73
Grass seed	64.95
Sundries, matches, etc.....	96.69
Waste paper baskets and bags....	445.20
Lawn mowers	39.50
Flags	317.72
Step ladders	522.58
Mortar hoes	47.70
Sawdust	1,183.88
Cheese cloth	602.59
Coal carts	192.00
Oil and waste boxes.....	334.00
Corks	16.80
Towels, offices	148.88

REPORTS OF STANDING COMMITTEES.

Water, Rogers Park.....	\$ 414.00	
Toilet paper	785.04	
Stone jugs	21.60	
Towels, bath rooms.....	2,062.37	
Clerks' salaries, supply department	6,821.15	
Disinfectant	29.04	\$ 54,905.36
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Printing and Advertising—		
Publication of annual report.....	\$ 843.61	
Publishing proceedings of Board..	4,805.40	
Miscellaneous printing	14,513.25	
Engrossing	470.48	
Advertising	2,291.72	
Printing Board of Education Bulletin	153.20	
Press clippings	77.84	\$ 23,155.50
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Evening Schools—		
Teachers' salaries	\$ 95,046.00	
Engineers' and janitors' salaries..	10,941.13	
Gas and electric light.....	8,994.67	
Fuel	3,140.92	
Printing	596.83	
Cooking supplies	813.98	\$ 119,033.53
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School Libraries—		
Supplementary readers	\$ 17,759.19	
Rebinding books	640.77	
Rental (principals' meetings).....	75.00	\$ 18,474.96
<hr/>		
Text Books—		
For use of indigent pupils.....		\$ 7,242.58
<hr/>		
High Schools—		
Salaries of teachers.....	\$ 565,857.25	
Salaries of engineers and janitors.	46,463.96	
Fuel	19,657.80	
Gas and electric light.....	3,642.12	
Text books, etc.....	1,459.26	
Diplomas	249.12	
Rebinding books	348.12	
Printing	446.20	
Laboratory supplies	5,818.72	
Supplies, Drawing Department....	44.70	
Gymnasium apparatus	863.02	
Typewriters	545.00	
Repairing typewriters	105.67	
Tools, Lake High.....	872.62	
Supplies, Lake High.....	1,437.98	
Cooking supplies, Lake High.....	167.97	
Piano	250.00	\$ 648,229.51
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MANUAL TRAINING IN HIGH SCHOOLS.

Richard T. Crane Manual Training—

Salaries of teachers.....\$ 64,744.00

COMMITTEE ON FINANCE.

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Salaries of engineers and janitors..\$	6,753.10		
Fuel	3,492.63		
Gas and electric light.....	175.60		
Salary of watchman.....	1,143.50		
Printing	80.75		
Drawing supplies	455.84		
Tools and machinery.....	618.80		
Laboratory supplies	1,081.23		
Text books	203.79		
Gymnasium apparatus	195.93		
Shop supplies	3,043.18	\$	81,988.35

Thomas Hoyne Manual Training—

Salaries of teachers.....\$	17,325.50		
Salaries of engineers and janitors.	1,653.71		
Fuel	484.16		
Gas and electric light.....	386.40		
Text books	52.40		
Laboratory supplies	341.50		
Gymnasium apparatus	311.00		
Shop supplies	2,323.84	\$	22,878.51

South Division Manual Training (closed)—

Engineer's salary	\$ 270.00		
Fuel	43.04		
Light	8.16		
Tools	129.32		
Shop supplies	245.30	\$	695.82

Manual Training in Grammar Grades—

Salaries of teachers.....\$	42,105.71		
Salaries of engineers and janitors.	2,062.50		
Tools	2,749.22		
Shop supplies	13,963.80	\$	60,881.23

Manual Training at House of Correction—

Salaries of teachers.....\$	18,308.37		
Salaries of engineers and janitors.	7,098.39		
Fuel	2,328.48		
Text books	4.39		
Gymnasium apparatus	159.80		
Telephone	188.05		
Shop supplies	1,173.43	\$	29,260.91

Mental and Manual Training of the Blind—

Salaries of teachers.....\$	4,467.50		
Supplies	365.29	\$	4,832.79

Normal—

Salaries of teachers.....	\$ 56,930.75	
Salaries of engineers and janitors.....	5,625.02	
Salaries of assistant librarian and stenographers	2,567.08	
Salaries of printers.....	2,160.00	
Fuel	4,112.54	
Gas and electric light.....	364.52	
Text books, reference books, etc...	1,405.56	
Diplomas	21.28	
Laboratory supplies	2,414.01	
Supplies for sundry departments..	2,497.93	
Stationery and printing.....	885.86	
Telephone	176.55	
Medical examiners	835.00	
Typewriters	100.75	
Normal extension work.....	17,284.44	\$ 97,881.29

Kindergartens—

Salaries of teachers.....	\$ 164,902.86	
Salaries of janitors.....	3,687.78	
Pianos	375.00	
Supplies	9,746.24	\$ 178,711.88

Music—

Salaries of teachers.....	\$ 6,242.00	
Salary of stenographer.....	460.25	
Salary of piano tuner.....	1,149.96	
Music readers	5,027.90	
Pianos	1,125.00	
Moving and repairing pianos.....	486.39	\$ 14,491.50

Drawing—

Salaries of teachers.....	\$ 6,431.50	
Salary of stenographer.....	460.28	
Drawing paper	2,978.92	
Lead pencils	1,045.00	
Charcoal	671.50	
Brushes	135.68	
Mounting board	15.00	\$ 11,737.88

Physical Culture—

Salaries of teachers.....	\$ 11,548.75	
Combination apparatus	3,625.00	
Mats	247.50	
Indian clubs, bells, wands, etc....	765.75	
Repairing apparatus	236.70	
Printing exercises	1,251.96	\$ 17,675.66

Household Arts—

Salaries of teachers.....	\$	35,595.95	
Salaries of janitors.....		436.50	
Gas		1,600.00	
Kitchen utensils		1,683.50	
Cooking supplies		4,610.99	\$ 43,926.94

Deaf Mute Schools—

Salaries of teachers.....			\$ 24,176.44
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Scientific Pedagogy and Child Study—

Salaries of teachers.....	\$	3,815.00	
Printing		65.73	\$ 3,880.73

Schools for Crippled Children—

Salaries of teachers.....	\$	5,329.12	
Salaries of janitors.....		1,865.91	
Medical examiners		29.00	
Supplies		30.58	
Drugs		40.81	
Chairs		120.00	\$ 6,915.42

Transportation of Crippled Children—

Transportation of crippled children			\$ 7,517.50
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School Census—

Salaries of clerks.....	\$	3,108.58	
Printing		271.50	\$ 3,380.08

Architect Department—

Drafting supplies	\$	2,095.11	
Car fares		650.74	
Electric fixtures		129.00	\$ 2,874.85

Compulsory Education—

Salaries of superintendent and clerks	\$	5,400.00	
Salaries of truant officers.....		24,943.97	
Printing		301.89	
Surety bonds		45.00	\$ 30,690.86

Vacation Schools—

Salaries of teachers.....			\$ 10,000.00
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Examining Board—

For services in connection with examinations	\$	2,795.50	
Lunches		39.00	
Printing and supplies.....		33.44	\$ 2,867.94

Legal Expense—

Abstracts of title, court costs, etc..			\$ 268.63
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REPORTS OF STANDING COMMITTEES.

Contingent Fund Educational Account—

Interest on temporary loans.....	\$	28,870.99	
Audit books and accounts....		950.00	
Census sheets		75.00	
Printing, etc., entertainment British teachers		16.00	
Expenses in connection with securing data relative to principals' marking, etc.		371.85	
Funeral expenses		257.90	\$ 25,541.24

Parental School—

Salaries of superintendent and teachers	\$	25,887.01	
Salaries of engineers, janitors, cooks, etc.		16,072.60	
Fuel		7,568.21	
Rental of ground.....		1,800.00	
Furniture		603.84	
Clothing		3,531.43	
Bedding and linen.....		425.81	
Dining and kitchen equipment....		453.77	
Farming expenses and care of horses, etc.		1,299.99	
Manual training supplies.....		246.07	
Telephone		75.52	
Labor cutting ice.....		200.00	
Repairing shoes		719.90	
Stationery, printing, etc.....		442.75	
School house supplies, etc.....		551.39	
Petty cash		200.00	
Laundry work		1,805.04	
Overhauling laundry machinery...		315.78	
Dentist, drugs, etc.....		168.23	
Baseballs, drums, etc.....		47.27	
Groceries, meats, vegetables, etc..		17,515.52	\$ 79,930.13

Total expenditures School Tax
Fund Educational Account. \$6,828,477.38

SCHOOL FUND.

Principal Account—

Cash on hand for investment June 30, 1906	\$	540.19
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Receipts.

Hyde Park School bonds Nos. 76 to 82 incl. paid.....	\$	7,000.00	
City of Chicago time warrant No. 293 paid	36,500.00	\$ 43,500.00	\$ 44,040.19

Expenditures.

Invested in West Park Commissioners' 4 per cent bonds Nos. 608 to 614 incl., dated April 1, 1906, payable April 1, 1919....\$	7,000.00	
Nos. 1514 to 1546 incl., dated April 1, 1906, payable April 1, 1922	33,000.00	
Invested in Sanitary District 4 per cent bonds Nos. 26599 to 26602 incl., dated March 15, 1905, payable March 15, 1920.....	4,000.00	\$ 44,000.00
Cash in hands of City Treasurer..	40.19	\$ 44,040.19

INVESTMENT OF PRINCIPAL.

Your Committee also reports that, in accordance with its duties as prescribed in Section 28 of the Rules and Regulations of the Board, it has examined the securities in the custody of the Union Trust Company and found them to agree with the record of the fund kept in the office of the Auditor of the Board of Education.

Amount of School Fund Principal,
June 29, 1907..... \$1,089,040.19

Invested as follows:

Bonds—

194 City of Chicago 4 per cent water loan	\$ 97,000.00	
3 City of Chicago 3½ per cent water loan	2,000.00	
21 City of Chicago 3½ per cent school	21,000.00	
25 City of Chicago 4 per cent school	25,000.00	
8 City of Chicago 4 per cent river improvement	8,000.00	
54 City of Chicago 4 per cent World's Columbian Exposition..	35,500.00	
18½ Sanitary District 5 per cent.	18,500.00	
19 Sanitary District 4 per cent...	19,000.00	
46 South Park Commissioners' 4 per cent	46,000.00	
46 2/5 West Park Commissioners' 4 per cent.....	46,400.00	\$ 318,400.00

Mortgage Notes, All Drawing 5 per Cent Interest per Annum—

John P. Neal et al.....\$ 650,000.00

Edward B. Neeley.....	\$ 2,000.00
Estate of Melville S. Nichols.....	12,000.00
College of Physicians and Surgeons	86,000.00

Total notes	\$ 750,000.00
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Real Estate—

The "Barker Lot," being the South 10 ft. of sub-lot 2 and the North 10 ft. of sub-lot 4 of Lots 7 and 10, in Block 2, Fractional Sec. 15, Addition, and otherwise known as No. 161 State Street..	\$ 3,000.00
The "Busby Lot," being the North ½ of Lot 14 in Block 60 of Russell, Mather & Roberts' Addition to Chicago, otherwise known as Nos. 17 to 31 West Madison Street	850.00
The "Hegewisch Property," being Lot 5 in Block 10 in Adolph Hegewisch's Sub. of part of South ½ of Sec. 31, T. 37 N., R. 15 E., located E. side of Superior Ave. 100 ft. south of 133d Street	1,500.00
The "Bartlett Property," being Lots 55 and 56 in Block 4 in Hough & Reed's Addition to Washington Heights, otherwise known as Nos. 9953 and 9955 Oak Ave.	400.00
The "Foot Property," being Lots 2, 3 and 4 in Block 1 in Norwood Park, a sub. in Sec. 6, T. 40 N., R. 13 E., located on east side of N. 72d Ave. 117 ft. south of Claremont Street.....	1,000.00
The "Millen Property," being the North ½ of Lot 7 in Block 2 in Hilliard & Hitt's Sub. of all that part lying east of the C., R. I. & P. R. R., of the E. ½ of the N. W. ¼ of Sec. 17, T. 37 N., R. 14 E., otherwise known as No. 10324 Throop Street.....	200.00
The "McAuley & Lake Property," being the W. 25 ft. of Lot 6 in Block 10 in Auburn Park, a sub. in the N. W. ¼ of Sec. 28, T. 38 N., R. 14 E., improved with a two-story and basement stone-front house, otherwise known as No. 623 78th Street.....	3,750.00

COMMITTEE ON FINANCE.

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The "Altman Property," being Lot 8 in Sub. of Block 8 (except the North 50 ft. thereof) of Charles Busby's Sub. of S. ½ of S. W. ¼ of Sec. 14, T. 38 N., R. 14 E. (except 2½ acres), improved with a six-flat, three-story brick and stone front building, otherwise known as Nos. 6140 and 6142 Greenwood Ave.....\$			8,000.00
The "Rosier Property," being Lots 17, 18, 19 and 20 in Block 30 in East Washington Heights, a sub. of W. ½ of the N. W. ¼ of the S. W. ¼ of Sec. 9, T. 37 N., R. 14 E., otherwise known as No. 10042 Butler Street, improved with a two-story frame building.			1,500.00
Total lots			\$ 20,200.00
Cash in hands of City Treasurer			440.19 \$1,089,040.19

INCOME ACCOUNT.

Your Committee has audited the receipts and expenditures on account of the

SCHOOL FUND INCOME ACCOUNT

for the year ending June 29, 1907, which are as follows:

Cash on hand June 30, 1906..... \$ 96,462.51

Receipts.

Rental of School Fund property..	\$ 520,620.78
State School Tax, 1906 per capita.	346,209.50
Interest on bonds and mortgage notes	49,869.45
Tuition fees of non-resident pupils.	4,792.05
Corrections in teachers' pay rolls..	848.24
Fines for violation of compulsory education law	455.88
Fines received from State's Attorney and sundry Justices of the Peace up to Nov. 30, 1906.....	22,962.88
Interest on funds during F. W. Block's term as City Treasurer.	41,882.38
Rebate on insurance.....	7.15
Witness fees	3.30
Interest from the several depositories of the City on School Funds during the months of March and April, 1907.....	1,331.18
Rebate on special assessments....	1,238.23
	\$ 990,220.92

REPORTS OF STANDING COMMITTEES.

Transferred from School Tax Fund Educational Account...		\$4,841,500.00	\$5,928,183.43
<i>Expenditures.</i>			
Salaries, superintendents and teachers		\$5,841,889.64	
Miscellaneous—			
Legal expenses, litigation with leasees of School Fund prop- erty	\$ 2,005.60		
Attorney's fee investigating School Fund leases	1,000.00		
Preparing and printing bill of com- plaint vs. Tribune Company....	316.63		
Valuation by experts of School Fund property	1,350.00		
Premium and accrued interest on bonds purchased for investment of fund	387.50		
Insurance, special assessments and water tax	1,912.84		
Custodian and collection fees....	236.79		
Tuition fees paid Board of Educa- tion, Morgan Park.....	340.00		
To correct error in account with City Treasurer	63.69		
Repairs to School Fund property..	3,336.61		
Paid Isaac T. Greenacre, Clarence Darrow and E. S. Smith, solic- itors, as per decree of Circuit Court of Cook County, in case of Catherine Goggin vs. the Board of Education of the City of Chi- cago	73,980.00	\$ 84,929.66	
Cash in hands of City Treas- urer		1,864.13	\$5,928,183.43

SPECIAL FUNDS

Your Committee also has audited the receipts and expenditures on account of the various Special Funds under the control of the Board of Education for the year ending June 29th, 1907, as follows:

Cash on hand June 30, 1906..... \$ 1,981.49

Receipts.

For interest on principal invested on
account of the several funds as
follows:

Beldier Fund\$ 40.00

COMMITTEE ON FINANCE.

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Bass Fund	\$	277.95	
Calhoun Fund		25.00	
Carpenter Fund		40.00	
Foster Medal Fund.....		400.82	
Holden Fund		10.00	
Howland Fund		50.00	
Jones Fund		102.19	
Koaminski Fund		35.00	
Moseley Book Fund.....	1,124.11		
Newberry Fund		50.00	
Reese Fund		100.00	
Sheldon Fund		100.00	
Sullivan Fund	12.00	\$	2,367.07

Miscellaneous—

Contribution by Cornelia S. Crane, to be known as the Crane Schol- arship Fund for the Deaf.....	\$	300.00	\$	4,598.56
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Expenditures.

On account of the several funds as follows:

For premium and accrued interest on bonds purchased for investment of the principal:

Bass Fund	\$	34.50	
Jones Fund		19.16	
Foster Medal Fund.....		42.16	
Moseley Book Fund.....	210.85	\$	306.67

Miscellaneous—

Bass Fund—Piano	\$	185.00	
Books		9.72	
			\$ 194.72
Beidler Fund—Library books.....			14.40
Foster Medal Fund—Diplomas....			66.80
Howland Fund—Text books.....			1.00
Jones Fund—Library books.....			58.91
Moseley Book Fund—Text books for indigent pupils.....			885.25
Newberry Fund—Library books...			48.94
Reese Fund—Text books for indi- gent pupils			56.00
Scammon Library Fund—Library books			4.98
Sheldon Fund—Library books....			13.63
Account of the Crane Deaf Schol- arship Fund			225.00
Cash in hands of City Treasurer..		2,722.26	\$ 4,598.56

The principal of the several funds at this date is as follows:

Bass Fund, invested as follows:

South Park Commissioners' 4 per cent bonds	\$	2,000.00
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REPORTS OF STANDING COMMITTEES.

3/10 of West Park Commissioners' 4 per cent bond.....\$	300.00		
3/5 of Sanitary District 5 per cent bond	600.00		
3/10 of Sanitary District 4 per cent bond	300.00		
4/5 of South Park Commissioners' 4 per cent bond.....	800.00	\$	4,000.00

Beldier Fund, invested in South Park Commissioners' 4 per cent bond		\$	1,000.00
Calhoun Fund, invested in 1/2 of Sanitary District 5 per cent bond			500.00
Carpenter Fund, invested in City of Chicago Columbian Exposition 4 per cent bond.....			1,000.00
Foster Medal Fund, invested in 5 per cent mortgage note.....\$	3,000.00		
1/5 of Sanitary District 5 per cent bond	200.00		
2/5 of Sanitary District 4 per cent bond	400.00		
South Park Commissioners' 4 per cent bonds.....	2,200.00	\$	5,800.00

Holden Fund, invested in 1/5 Sanitary District 5 per cent bond..	200.00		
Howland Fund, invested in 5 per cent mortgage note.....	1,000.00		
Jones Fund, invested in South Park Commissioners' 4 per cent bond	1,000.00		
Kosminski Fund, invested in 5 per cent mortgage note.....	700.00		
Moseley Book Fund, invested in South Park Commissioners' 4 per cent bonds	11,000.00		
Newberry Fund, invested in Sanitary District 5 per cent bond...	1,000.00		
Reese Fund, invested in Sanitary District 5 per cent bonds.....	2,000.00		
Sheldon Fund, invested in City of Chicago World's Columbian Exposition 4 per cent bonds.....	2,500.00		
Sullivan Fund, invested in 3/10 of Sanitary District 4 per cent bond	300.00		

Total of principal and investments

\$ 32,000.00

JONATHAN BURR FUND.

Your Committee also submits a statement of the receipts and expenditures on account of the Jonathan Burr Fund, held in trust by the City Comptroller for the use of schools, for the year ending June 29, 1907:

Cash on hand June 30, 1906.....	\$	484.99	
<i>Receipts.</i>			
From interest on investments.....		1,058.99	\$ 1,548.98
<i>Expenditures.</i>			
Text books for indigent pupils.....	\$	817.00	
Cash in hands of City Treasurer		728.98	\$ 1,548.98

JONATHAN BURR FUND PRINCIPAL ACCOUNT.

Your Committee also submits a statement of the amount now invested belonging to the principal of the Jonathan Burr Fund, the revenue of which is applicable to the purchase of books of reference, apparatus, works of art, text books, for the use of schools:

Principal of Fund.....		\$ 32,700.00	
Invested as follows:			
15 City of Chicago 3½ per cent Municipal bonds	\$	15,000.00	
4 City of Chicago 4 per cent sewerage bonds		4,000.00	
4 City of Chicago 4 per cent school bonds		4,000.00	
5 Hawthorne 5 per cent school bonds		2,500.00	
Cook County 4 per cent time warrant		5,872.90	
Cash in hands of City Treasurer to be invested		1,827.10	\$ 32,700.00

REPORTS OF STANDING COMMITTEES.

**STATEMENT OF BONDED INDEBTEDNESS OF SUNDRY ANNEXED SCHOOL
DISTRICTS ASSUMED BY THE CITY OF CHICAGO AND
OUTSTANDING JUNE 29, 1907.**

Dist.	T.	R.	Bonds.	Due.	Coupons.	Interest
1	37	15	\$35,000.00	Aug. 1, 1908	Feb. 1	Payable.
2	38	14	15,000.00	Sept. 1, 1907	Mar. 1	Aug. 1
			15,000.00	Sept. 1, 1908	Mar. 1	Sept. 1
10	38	14	41,000.00	June 1, 1908	June 1	Sept. 1
2	39	13	2,000.00	Nov. 1, 1907	May 1	Dec. 1
			5,000.00	Nov. 12, 1907	May 12	Nov. 1
			5,000.00	May 1, 1908	May 1	Nov. 12
			3,500.00	Nov. 1, 1908	May 1	Nov. 1
			5,000.00	Nov. 12, 1909	May 12	Nov. 1
			5,000.00	Nov. 12, 1910	May 12	Nov. 12
			5,000.00	Nov. 12, 1911	May 12	Nov. 12
			6,000.00	July 1, 1912	Jan. 1	Nov. 12
			6,000.00	July 1, 1913	Jan. 1	July 1
			7,500.00	Aug. 1, 1914	Feb. 1	July 1
						Aug. 1
			\$156,000.00			5

Interest

NOTE.—The bonded indebtedness was decreased \$96,000.00 during the school year.

**CONDENSED STATEMENT OF RECEIPTS AND EXPENDITURES FOR THE
SCHOOL YEAR 1906-1907.**

The total available July 1, 1906, was as follows:

Cash Balances—

School Tax Fund, building account	\$	751,292.01	
School Tax Fund, educational account		397,898.32	
School Tax Fund, indebtedness account		36,278.05	
School Tax Fund, special assessment account		258.69	
School Fund, income account....		96,462.51	
School Fund, principal account...		540.19	
Special Funds, income account...		1,931.49	
Jonathan Burr Fund, income account		484.99	\$1,285,146.25

Receipts—

From City School Tax, 1905, building account	\$1,168,558.41
From City School Tax, 1906, building account	1,842,193.55
From miscellaneous sources, building account, as follows:	
Sale of old building, forfeited deposits, rebates on special assessments, refunds account street openings, etc.....	20,695.11

Sale of McCowen School property	\$ 4,800.00	
Warrants deposited back with City Treasurer	478.46	
From sundry owners of lots acquired by condemnation, to cover levies for special assessments thereon	1,830.52	
Transferred from Special Assessment Account	258.69	
Total amount School Tax Fund Building account..		\$2,587,814.74
From City School Tax, 1905, educational account	\$2,294,867.82	
From City School Tax, 1906, educational account	8,736,042.64	
Miscellaneous, School Tax Fund, educational account—		
From sale of old iron, seats and desks, etc.	3,227.67	
For rent of assembly halls and school property	4,691.91	
Forfeited deposits	259.61	
Refund account salaries.....	367.30	
Warrants deposited back with City Treasurer	287.42	
Rent of offices, Tribune Building	5,010.00	
Refund, street opening, for witness fees and gas.....	83.12	
From House of Correction, for one-half fuel consumed at the John Worthy School	2,356.06	
For damages to school property.	633.87	
Account Parental School—		
From sale of vegetables, etc....	705.56	
From sale of clothing.....	2,484.42	
Temporary Loans—		
On account of tax levy of 1906..	3,544,347.02	
Total account School Tax Fund, educational account.		\$9,594,814.42
From City School Tax, 1906, special assessment account.....\$	21,697.59	
Rebates	204.01	
Total account School Tax Fund, special assessment account		\$ 21,901.60
From City School Tax, 1905, indebtedness account	\$ 40,483.88	
From City School Tax, 1906, indebtedness account	37,045.98	

REPORTS OF STANDING COMMITTEES.

Total account School Tax Fund, indebtedness account.		\$ 77,529.86
Revenue of School Fund—		
From rentals, School Fund property	\$ 520,620.78	
From State, per capita tax 1906.	346,209.50	
From interest on investments...	49,869.45	
From tuition fees non-resident pupils	4,792.05	
From interest on School Funds during F. W. Blocki's term as City Treasurer	41,882.33	
From interest received of the several City Depositories on School Funds for months of March and April	1,331.13	
From rebates on special assessments	1,238.23	
From fines under the Compulsory Education Law, etc.....	23,418.76	
From miscellaneous	858.69	
Total account School Fund, income account		\$ 990,220.92
School Fund Principal—		
For matured investments.....		\$ 43,900.00
Special Funds Principal Account—		
For matured investments.....	\$ 16,000.00	
From heirs of Jacob Beldler for benefit of the library of the Beldler School	300.00	
From estate of Maria Clarke, for benefit of Nettelhorst School library	1,000.00	\$ 17,300.00
Special Funds Income Account—		
From interest on investments...\$	2,367.07	
From donation by Cornelia S. Crane for the benefit of the Deaf Scholarship Fund	300.00	
Total account Special Funds Income Account		\$ 2,667.07
Jonathan Burr Fund Income Account—		
From interest on investments...		\$ 1,058.99
From temporary loans, building account		1,669,000.00
		\$16,282,353.85
Expenditures—		
Grammar and Primary Schools:		
Salaries of superintendents and teachers	\$4,788,221.93	

COMMITTEE ON FINANCE.

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Salaries of engineers, janitors and janitresses	\$ 578,809.93	
Salaries of bath-room attendants	9,090.00	
General repairs to buildings....	295,858.41	
Repairs to heating and ventilating apparatus	69,956.62	
Repairs and renewals, apparatus and furniture	16,757.55	
Rental of property occupied for school purposes	38,656.09	
Fuel	230,008.97	
School supplies	67,865.82	
School house supplies.....	54,905.36	
School libraries, supplementary readers, etc.	18,474.96	
Text books for indigent pupils..	7,242.58	\$6,170,888.22

High Schools:

Salaries of teachers.....	\$ 565,857.25	
Salaries of engineers and janitors	46,463.96	
Fuel, gas and electric light....	23,299.92	
Text books, laboratory supplies, rebinding books, etc.....	12,608.38	\$ 648,229.51

Manual Training in High Schools:

Salaries of teachers.....	\$ 82,069.50	
Salaries of engineers and janitors	8,676.81	
Salaries of watchmen.....	1,148.50	
Fuel, gas and electric light....	4,589.99	
Text books, printing and gymnasium apparatus	848.87	
Tools, machinery and shop supplies	6,860.44	
Drawing and laboratory supplies	1,878.57	\$ 105,562.68

Manual Training in Grammar Schools:

Salaries of teachers.....	\$ 42,105.71	
Salaries of engineers and janitors	2,062.50	
Tools and shop supplies.....	16,713.02	\$ 60,881.23

Manual Training at House of Correction:

Salaries of teachers.....	\$ 18,308.87	
Salaries of engineers and janitors	7,098.89	
Fuel	2,328.48	
Shop supplies, gymnasium apparatus, etc.	1,525.67	\$ 29,260.91

Mental and Manual Training of the Blind:

Salaries of teachers.....	\$ 4,467.50	
Supplies	365.29	\$ 4,832.79

REPORTS OF STANDING COMMITTEES.

Salaries of teachers.....	\$ 56,980.75	
Salaries of engineers and janitors	5,625.02	
Salaries of librarian, stenographers and printers.....	4,727.08	
Fuel, gas and electric light.....	4,477.06	
Books, supplies, stationery, printing, etc.	8,336.94	
Normal extension work.....	17,284.44	\$ 97,881.29

Kindergartens:

Salaries of teachers.....	\$ 164,902.86	
Salaries of janitors.....	3,687.78	
Pianos and supplies.....	10,121.24	\$ 178,711.88

Music:

Salaries of teachers.....	\$ 6,242.00	
Salaries of stenographer and piano tuner	1,610.21	
Music readers, pianos, moving and repairing pianos.....	6,639.29	\$ 14,491.50

Drawing:

Salaries of teachers.....	\$ 6,481.50	
Salary of stenographer.....	460.28	
Drawing paper, lead pencils, crayons, etc.	4,846.10	\$ 11,787.88

Physical Culture:

Salaries of teachers.....	\$ 11,548.75	
Apparatus, Indian clubs, dumb bells, wands, etc.....	4,874.95	
Printing exercises	1,251.96	\$ 17,675.66

Household Arts:

Salaries of teachers.....	\$ 35,595.95	
Salaries of janitors.....	486.50	
Gas, kitchen utensils and cooking supplies	7,894.49	\$ 43,926.94

Deaf Mute Schools:

Salaries of teachers		\$ 24,176.44
Scientific Pedagogy and Child Study:		
Salaries of teachers.....	\$ 3,815.00	
Printing	65.73	\$ 3,880.73

Schools for Crippled Children:

Salaries of teachers.....	\$ 5,329.12	
Salaries of janitors.....	1,865.91	
Chairs, drug supplies and medical examiners	220.30	\$ 6,015.42

COMMITTEE ON FINANCE.

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Parental School:

Salaries of superintendents and teachers	\$ 25,887.01	
Salaries of engineers, janitors, cooks, etc.	16,072.60	
Fuel	7,568.21	
Rental of ground.....	1,800.00	
Furniture, clothing, bedding and linen	4,561.08	
Dining and kitchen equipment..	453.77	
Farming expenses, care of horses and telephone	1,375.51	
Manual training supplies, repairing machinery, etc.....	561.85	
Cutting ice, repairing shoes, printing, etc.	1,362.65	
Supplies, brushes, brooms, etc., and laundry work.....	2,356.43	
Drugs, dental fees, baseballs, drums, etc.	415.50	
Groceries, meats, vegetables, fish	17,515.52	\$ 79,930.13

Contingent Fund Educational Account:

Interest on temporary loans...\$	23,870.99	
Carriages, flowers, etc., funeral expenses	257.90	
Temporary clerks, markings of teachers	121.85	
Printing census sheets, etc....	91.00	
Auditing, examination of securities	550.00	
Stenographer, record of proceedings "Post" matter.....	250.00	
Expert services investigating business methods	400.00	\$ 25,541.24

Miscellaneous:

Vacation schools	\$ 10,000.00
Examining board	2,867.94
Legal expense	268.63
Salaries of office employes and attorney	72,895.35
Rental of offices.....	32,708.33
Printing and advertising.....	23,155.50
Evening schools	119,033.53
Transportation of crippled children	7,517.50
School census	3,380.08
Architect's Department	2,874.85
Compulsory Education Department	30,690.86

REPORTS OF STANDING COMMITTEES.

Building Account:

Additions to school sites, new sites and playgrounds.....	\$ 195,114.41	
New buildings	2,958,126.93	
Permanent improvements and alterations to old buildings....	416,490.56	
Interest on temporary loans....	14,228.19	\$3,583,990.09

School Tax Fund Special Assessment Account:

For special assessments on school property	\$ 12,100.94
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School Tax Fund Indebtedness Account:

Paid matured bonds.....	\$ 96,000.00	
Paid interest coupons	11,052.64	\$ 107,052.64

Jonathan Burr Fund Income Account:

Text books	817.00
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Special Funds Income Account:

Books, etc.	1,876.80
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Temporary Loans:**Paid time warrants—**

Educational account	\$3,144,247.02	
Building account	1,810,000.00	\$4,454,247.02

School Fund Principal Account:

Investments	44,000.00
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Special Funds Principal Account:

Investments	16,000.00
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School Fund Income Account:

Paid Isaac T. Greenacre et al., trustees, as per decree of Circuit Court in case of Catherine Goggin et al. vs. Board of Education	\$ 73,980.00
Attorney's fees and expert testimony as to values in matter of reappraisement of School Fund property	3,672.23
Attorney's services and opinion in matter of lease to Chicago Tribune Company	1,000.00
Repairs, water tax and insurance	3,469.46
Special assessments	1,843.68
Union Trust Company, custodian of securities	236.79

COMMITTEE ON FINANCE.

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Accrued interest and premium on securities purchased as investment of principal	\$	387.50	
Morgan Park Board of Education, tuition fees.....	340.00	\$	84,929.66

General Fund, Educational Account:

Judgment of E. S. Kimball vs. City of Chicago.....	\$	273.57	
For loss in tax levy 1896 on account of defalcation of Paul Rideski, Town Collector.....	5,025.17	\$	5,298.74

Cash Balances on Hand June 29, 1907:

Special Funds Principal.....	\$	1,300.00	
Jonathan Burr Fund Income....	726.98		
Special assessments	10,059.35		
School Tax Fund Educational..	14,589.60		
School Tax Fund, building account	55,126.66		
School Tax Fund, indebtedness account	6,755.27		
Special Funds Income.....	2,722.26		
School Fund Income.....	1,864.18		
School Fund Principal.....	440.19	\$	98,084.44

\$16,282,858.85

Respectfully submitted,

MODIE J. SPIEGEL,
JANE ADDAMS,
CHESTER M. DAWES,
THEODORE W. ROBINSON,
OTTO C. SCHNEIDER (*Ex-Officio*),
Committee on Finance.

**REPORT OF THE SUPERINTENDENT OF
SCHOOLS**



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REPORT OF THE SUPERINTENDENT OF SCHOOLS—1906-07

*To the President and Members of the Board of Education of the
City of Chicago:*

I have the honor to present my annual report on the public schools of Chicago.

The twenty-eight tables given on pages 82 to 115 show in summarized form the principal facts relating to attendance of pupils, cost of various departments, members and salaries of the teaching force, and other items of a statistical nature. Wherever comparisons with other years could be made in convenient form, tables have been prepared which give at a glance the figures for this year and for several previous years.

TABLE I.

Enrollment, Attendance, Etc., for the Year 1906-1907.

	Total Enrollment.			Average Daily Membership.	Average Daily Attendance.	Per cent of Attendance.
	Male.	Female.	Total.			
Normal School	20	513	533	440.9	430.5	97.6
High Schools	5,904	8,144	14,048	12,259.3	11,623.4	94.8
Grades 5 to 8, inclusive.....	44,470	46,001	90,471	82,274.5	78,083.3	94.9
Grades 1 to 4, inclusive.....	85,282	78,714	163,996	136,628.2	127,581.6	93.4
Kindergartens	8,649	8,482	17,131	8,760.3	7,732.1	88.3
Schools for Deaf.....	128	105	233	206.7	194.6	94.1
*Schools for Blind.....	18	15	33	25.8	.....	.....
Schools for Crippled Children..	69	58	127	97.3	90.8	93.3
Schools for Apprentices.....	227	.....	227	†210.3	185.6	88.3
Parental School	513	.....	513	211.3	210.5	.....
Totals.....	144,749	142,017	286,766	240,730.3	225,792.0	93.8

*Included in grades 1-4 and 5-8 above.

†Average for three months Apprentice School was in session. The average for the entire year would be 63.1, which is the number counted in the total. The average daily attendance, entire year, would be 55.7.

TABLE II (A).

Average Daily Membership and Average Daily Attendance by Grades.

	Average Membership.	Average Daily Attendance.
First Grade.....	40,779.2	37,513.7
Second Grade.....	36,687.4	32,466.3
Third Grade.....	31,905.6	30,031.2
Fourth Grade.....	29,256.0	27,570.4
Total, Grades 1 to 4, inclusive.....	136,628.2	127,581.6
Fifth Grade.....	27,853.9	26,165.0
Sixth Grade.....	22,771.2	21,575.4
Seventh Grade.....	17,813.3	16,961.6
Eighth Grade.....	13,836.1	13,381.3
Total, Grades 5 to 8, inclusive.....	82,274.5	78,083.3
Ninth Grade.....	5,419.1	5,141.3
Tenth Grade.....	3,442.1	3,253.6
Eleventh Grade.....	1,987.5	1,885.7
Twelfth Grade and Post Graduate.....	1,410.6	1,342.8
Total, High Schools.....	12,259.3	11,623.4
Normal	440.9	430.5
Kindergartens	8,760.3	7,732.1
Schools for Deaf.....	206.7	194.6
Schools for Crippled Children.....	97.3	90.8
Schools for Apprentices.....	210.3	185.6
Parental School.....	211.3	210.5
Total	240,730.3	225,792.0

¹Average membership and attendance for the three months the school was in session. The averages for the year would be 63.1 and 55.7.

²Included also in figures for grades 1 to 8 above.

TABLE II (B).

Average Daily Membership by Grades.

	Average Daily Membership.	Percentage of Original Number.	Percentage of Loss from Grade to Grade.
Elementary Schools:			
First Grade, 1895-96....	37,032	100.0	.....
Second Grade, 1896-97....	32,948	89.0	11.0
Third Grade, 1897-98....	30,113	81.3	7.7
Fourth Grade, 1898-99....	25,749	69.5	11.8
Fifth Grade, 1899-1900..	23,866	64.4	5.1
Sixth Grade, 1900-01....	18,359	49.6	14.9
Seventh Grade, 1901-02....	13,976	37.7	11.9
Eighth Grade, 1902-03....	10,928	29.5	8.2
High Schools:			
First Year, 1903-04....	4,620	12.5	17.0
Second Year, 1904-05....	2,912	7.9	4.6
Third Year, 1905-06....	1,928	5.2	2.7
Fourth Year, 1906-07....	1,407	3.8	1.4
			(3.8)
			100.0

The above table gives the average daily membership from grade to grade and from year to year. The make-up of the classes changes from year to year; the 1407 pupils found in the fourth year of the High Schools in 1906-07 were not all among the 37,032 First Grade pupils in our schools twelve years before.

TABLE III.

Percentage of Pupils in Each Department, Based on Average Membership.

	1902.	1903.	1904.	1905.	1906.	1907.
Normal School.....	.22	.13	.08	.11	.15	.18
High Schools.....	4.28	4.18	4.21	4.68	4.92	5.1
Grades 5 to 8, inclusive....	30.01	30.01	31.22	32.44	33.24	34.2
Grades 1 to 4, inclusive....	63.38	62.33	60.82	58.83	57.61	56.7
Kindergartens	2.02	3.35	3.57	3.79	3.85	3.2
Schools for Deaf.....	.07	.07	.06	.07	.08	.08
Schools for Crippled Children .....	.02	.03	.04	.06	.05	.04
School for Apprentices....	.03	.04	.04	.07	.09	.09

TABLE IV.

Suspensions.

	1903.	1904.	1905.	1906.	1907.
Temporary	2,000	1,471	1,691	1,376	1,180
Special	157	204	293	286	251

TABLE V.
Promotions by Grades.

	Boys.	Girls.	Total.
Kindergarten to First Grade.....	3,498	3,337	6,835
First to Second Grade.....	16,996	16,159	33,155
Second to Third Grade.....	15,701	15,079	30,780
Third to Fourth Grade.....	14,639	13,951	28,590
Fourth to Fifth Grade.....	12,936	12,913	25,849
Total, Grades 1 to 4, inclusive.....	60,272	58,102	118,374
Fifth to Sixth Grade.....	11,497	11,774	23,271
Sixth to Seventh Grade.....	9,408	10,146	19,554
Seventh to Eighth Grade.....	7,101	8,067	15,168
Eighth to Ninth Grade.....	5,754	6,949	12,703
Total, Grades 5 to 8, inclusive.....	33,760	36,936	70,696
Ninth to Tenth Grade.....	1,506	2,091	3,597
Tenth to Eleventh Grade.....	899	1,360	2,159
Eleventh to Twelfth Grade.....	576	907	1,483
Graduates from High Schools.....	461	799	1,260
Total, High Schools.....	3,442	5,057	8,499
Normal School (Graduates).....	5	188	193
Totals in all Departments.....	100,977	103,620	204,597

TABLE VI.

Per Cent of Promotions Based Upon Average Daily Membership.

	1902.	1903.	1904.	1905.	1906.	1907.
High Schools.....	76.2	73.2	71.8	70.3	69.3	69.3
Grades 5 to 8.....	82.7	83.9	83.2	84.9	84.4	80.9
Grades 1 to 4.....	81.2	83.2	81.8	81.3	82.2	86.1
Kindergartens	78.9	61.2	69.7	76.8	75.7	78.3

1. Number of pupils neither absent nor tardy during the entire school year—Boys, 4,351; girls, 3,941. Total, 8,292.

2. Number of pupils not tardy a single half day during the entire school year—Boys, 58,656; girls, 63,483. Total, 122,139.

3. Number of pupils not absent a single half day during the entire school year—Boys, 5,362; girls, 4,756. Total, 10,118.

TABLE VII.

Ages of Pupils at Date of Their First Enrollment During the Year.

	Boys.	Girls.	Total.
Under 6 years.....	10,088	9,857	19,945
Between 6 and 7 years.....	16,257	15,503	31,760
Between 7 and 8 years.....	14,580	14,341	28,921
Between 8 and 9 years.....	14,632	14,373	29,005
Total under 9 years.....	55,557	54,074	109,631
Between 9 and 10 years.....	15,130	14,332	29,462
Between 10 and 11 years.....	14,466	14,359	28,825
Between 11 and 12 years.....	14,228	14,092	28,320
Between 12 and 13 years.....	14,498	14,046	28,544
Between 13 and 14 years.....	14,136	13,235	27,371
Total between 9 and 14 years.....	72,458	70,064	142,522
Between 14 and 15 years.....	8,644	8,441	17,085
Between 15 and 16 years.....	4,352	4,596	8,948
Between 16 and 17 years.....	2,034	2,435	4,469
Between 17 and 18 years.....	1,167	1,356	2,523
Between 18 and 19 years.....	346	622	968
Over 19 years.....	192	428	620
Total over 14 years.....	16,735	17,878	34,613
*Totals	144,750	142,016	286,766

*Parental School not included.

TABLE VIII.

Number in Every One Hundred Pupils Enrolled Under the Ages Given.

	1901.	1902.	1903.	1904.	1905.	1906.	1907.
Under 6 years of age.....	8.7	8.9	6.8	7.	7.2	7.1	6.9
Under 7 years of age.....	18.8	19.5	20.8	19.4	18.7	18.3	18.0
Under 8 years of age.....	31.2	31.4	32.1	30.6	29.4	28.8	28.1
Under 9 years of age.....	42.5	42.8	43.4	41.7	40.	39.4	38.2
Under 10 years of age.....	53.3	53.6	54.2	52.4	50.4	49.6	48.5
Under 11 years of age.....	63.5	63.9	64.5	62.8	60.8	59.6	58.5
Under 12 years of age.....	73.1	73.5	74.	72.4	70.6	64.4	68.4
Under 13 years of age.....	82.2	82.5	83.1	81.8	80.	79.1	78.4
Under 14 years of age.....	89.7	90.	90.5	90.	88.8	88.3	87.9
Under 15 years of age.....	94.5	94.8	95.2	95.1	94.4	94.1	93.9
Under 16 years of age.....	97.	97.3	97.6	97.7	97.4	97.2	97.0
Under 17 years of age.....	98.5	98.6	98.8	98.9	98.8	98.7	98.6
Over 17 years of age.....	1.5	1.4	1.2	1.1	1.2	1.3	1.4

TABLE IX.

Average Number of Pupils Per Teacher.

Table showing the average number of teachers and pupils in grammar and primary grades for fourteen years, and the average number of pupils in charge of each teacher, *excluding* special schools, schools for deaf, blind, crippled children, etc.:

Year.	Average Number of Teachers in Primary and Grammar Grades.	Increase Over Previous Year.	Average Membership in Primary and Grammar Grades.	Increase Over Previous Year.	Average Number of Pupils Per Teacher.
1893-94	3,028	...	144,285.2	.....	47.6
1894-95	3,439	410	158,697.8	14,412.6	46.1
1895-96	3,720	281	170,191.5	11,493.7	45.7
1896-97	3,928	208	182,164.7	11,973.2	46.4
1897-98	4,169	243	190,799.1	8,634.4	45.8
1898-99	4,371	202	195,298.3	4,494.2	44.7
1899-1900	4,541	170	199,975.1	4,681.8	44.
1900-01	4,695	154	206,612.9	6,637.8	44.
1901-02	4,599	*96	210,201.8	3,588.9	45.7
1902-03	4,534	*65	209,518.7	**683.1	46.
1903-04	4,633	99	217,071.0	7,552.3	46.8
1904-05	4,680	57	219,186.9	2,115.7	46.8
1905-06	4,767	87	221,895.6	2,708.7	46.5
1906-07	4,840	73	218,136.6	**3,639.0	45.7

*Decrease, caused mainly by change in method of teaching German, whereby the number of teachers was reduced about 200.

(1) The average number of teachers is found by taking the number actually in charge of divisions of pupils at the close of each month. This number is identical with the number of such divisions.

**Decrease.

TABLE X.

Cost of Maintaining All Classes of Schools for the School Year 1906-1907.

	Average Member- ship.	For Teachers' Sal- aries.	For Fuel, Janitors', Salaries, Supplies, Repairs and Other Expenses.	Total Cost.
Elementary Schools (1).....	227,195.1	\$5,055,048.70	\$1,648,495.82	\$6,703,544.32
Normal School	440.9	(3) 56,930.75	(2) 40,450.54	(3) 97,381.29
High Schools	11,030.9	565,857.25	82,372.26	648,229.51
Manual Training High Schools	1,228.4	82,069.50	23,493.18	105,562.68
Parental School	211.3	25,887.01	54,043.12	79,930.13
John Worthy School.....	230.8	18,308.37	10,952.54	29,260.91
Schools for the Deaf.....	206.7	24,176.44	.....	24,176.44
Schools for the Blind.....	25.8	4,467.50	365.29	4,832.79
Schools for Crippled Children	97.3	5,329.12	(4) 9,103.80	(4) 14,432.92
School for Apprentices.....	(5) 210.3	(6) 2,932.69	(6) 31.81	(6) 2,964.50
Vacation Schools .....	.....	10,000.00	.....	10,000.00
Evening Schools (7).....	9,789.8	95,046.00	23,987.53	119,033.53
Total(8)	240,730.8	\$5,943,120.64	\$1,885,746.38	\$7,828,867.02

(1) Including kindergartens, primary grades, and grammar grades. The items of expenditure for Elementary Schools include also the cost of kindergartens and all the special studies, the cost of the School for Apprentices, and the cost of transportation of crippled children.

(2) Including \$17,284.44 for Normal Extension Work.

(3) Does not include the extra amount paid critic teachers in practice schools, which is properly chargeable to cost of teaching in the Normal School.

(4) Includes \$7,517.50 for transportation of crippled children. This is also included in total cost of elementary schools above.

(5) Average for three months. The average for the year would be 63.1, which is the number counted in the total.

(6) Not included in totals; already counted under elementary schools.

(7) Average attendance per evening.

(8) The total membership includes day school pupils only.

TABLE XI.

Cost Per Pupil of Maintaining the Several Classes of Schools, Showing
Proportion Paid for Teachers' Salaries and For Other Expenses,
for the Year 1906-1907.

(Based on average membership.)

	Average Member- ship.	For Salaries of Teachers.	For Janitors, Fuel, Supplies, Repairs and all Other Operat- ing Expenses.	Total Cost per Pupil.
Elementary Schools (2).....	227,195.1	\$ 22.20	\$ 7.24	\$ 29.44
High Schools	11,030.9	51.29	7.47	58.76
Manual Training High Schools.....	1,228.4	66.81	19.13	85.94
Normal School	440.9	129.12	91.75	(3) 220.87
<i>Special Schools.</i>				
Parental School (1).....	211.3	122.51	255.76	378.27
John Worthy School (1).....	230.8	79.32	47.45	126.77
Schools for the Deaf.....	206.7	116.96	.....	116.96
Schools for the Blind (1).....	25.8	173.16	.....	173.16
Schools for Crippled Children.....	97.3	54.77	93.56	148.33
School for Apprentices.....	210.3	13.95	15.00	14.10
Evening Schools (4)	9,789.8	9.71	2.45	(5) 12.16
For entire system, except evening schools	240,730.3	\$ 24.68	\$ 7.84	\$ 32.03

(1) Included in Elementary Schools above.

(2) Including Kindergartens.

(3) Includes cost of Normal Extension, but not extra cost of the Prac-
tice Schools.

(4) Average attendance per evening.

(5) On average attendance.

TABLE XIII.

Cost of Maintaining Kindergartens and Special Studies in the Elementary Schools for the Year 1906-1907.

	Average Membership of Classes.	For Salaries of Teachers.	For Supplies, Janitors' Salaries, and Other Expenses.	Total Cost for the Year.
Kindergartens	8,760.8	\$164,902.86	\$13,809.02	\$178,711.88
Manual Training	15,207.	42,105.71	18,775.52	60,881.23
Household Arts	15,192.	35,595.95	(1) 8,330.99	43,926.94
Drawing	218,902.7	6,431.50	5,306.38	11,737.88
Music	218,902.7	6,242.00	8,249.50	14,491.50
Physical Culture	218,902.7	11,548.75	6,126.91	17,675.66
German*	7,910.8	3,100.00	.....	3,100.00
Latin*	579.2	500.00	.....	500.00
Total		\$266,826.77	\$60,598.32	\$327,425.09

*Estimated. Included in cost of regular grade work in elementary schools.

(1) For cooking alone. There is no expense connected with sewing except for teachers' salaries.

TABLE XIV.

Cost Per Pupil of Kindergartens and Special Studies in Elementary Schools for the School Year 1906-1907.

(Based on average membership.)

	Average Member- ship of Classes.	For Teachers' Salaries.	For Supplies, Janitor Serv- ice and Other Expenses.	Total Cost for Each Pupil in Class.
Kindergartens	8,760.3	\$18.82	\$1.58	\$20.40
Manual Training (1)	15,207.	2.77	1.23	4.00
Household Arts (2)	15,192.	2.84	(5) .54	2.88
Drawing (3)	218,902.7	.029	.024	.053
Music (3)	218,902.7	.028	.038	.066
Physical Culture (3)	218,902.7	.053	.028	.081
*German (4)	7,910.8	.40	....	.40
*Latin (4)	579.2	.86	....	.86

(1) Boys of Seventh and Eighth Grades.

(2) Girls of Seventh and Eighth Grades.

(3) All pupils in Grades 1 to 8.

(4) Optional Studies.

*Estimated.

(5) The cost of cooking supplies alone, divided among 15,192 pupils in household arts classes. The cost divided among the 7,433 pupils in the cooking classes averages \$1.12 per pupil.

TABLE XV.

Comparative Statement of Cost Per Pupil of Maintaining Normal, High and Elementary Schools, Including Teachers' Salaries, Janitor Service, Supplies, Repairs, and All Other Incidental Expenses.

(Based on average membership.)

	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06	1906-07
*Normal School	\$ 83.35	\$118.88	\$211.34	\$389.41	\$308.63	\$237.75	\$220.87
High Schools	60.11	60.13	59.67	63.49	60.25	56.80	53.76
Man. Train. High Schools.	78.58	83.04	87.78	112.26	79.99	89.49	85.94
Elementary Schools	27.93	27.92	26.27	28.15	27.85	27.57	29.44

*Including cost of Normal Extension Work, but not including the extra cost of the practice schools.

TABLE XVI.

Comparative Statement of Cost Per Pupil of Maintaining Special Schools, Including Teachers' Salaries, Janitor Service, Supplies, Repairs and all other Incidental Expenses.

(Based on average membership.)

	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
*Parental School		\$467.25	\$405.85	\$362.52	\$369.00	\$378.27
John Worthy School.....	\$ 67.63	76.89	66.41	75.82	80.48	126.77
Schools for the Deaf.....	127.39	121.19	122.57	137.41	118.27	116.96
Schools for the Blind.....		192.66	147.69	156.50	166.29	173.16
Schools for Crip'd Children				104.50	117.32	148.33
Schools for Apprentices... ..		10.64	22.00	21.82	9.40	13.95
Evening Schools (cost per pupil per evening).. ..		.154	.144	.151	.163	.162

*Based on average membership of 117.1 in 1902-03; 188.3 in 1903-04; 191.4 in 1904-05; 212 in 1905-06; and 211.3 in 1906-07.

TABLE XVII.

Comparative Statement of Cost Per Pupil of Maintaining Kindergartens and Special Studies in Elementary Schools, for Seven Years, 1900 to 1907.

(Based on average membership of classes.)

	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06	1906-07
Kindergartens	\$22.15	\$22.73	\$18.08	\$18.41	\$17.41	\$17.60	\$20.40
Manual Training (1)....	2.70	3.43	2.04	3.86	3.60	3.68	4.00
Household Arts (2).....	1.61	1.76	1.18	1.76	2.53	2.68	2.88
Drawing (3).....	.14	.119	.09	.067	.086	.108	.053
Music (3).....	.18	.112	.042	.047	.081	.047	.066
Physical Culture (3)....	.055	.057	.062	.073	.083	.059	.081
German (4).....	.50	.538	.....	.35	.38	.38	.40
Latin (4).....	.....	.....	.....	.....	1.52	1.39	.86

(1) Boys of Seventh and Eighth Grades have lessons in Manual Training.

(2) Girls of Seventh and Eighth Grades have lessons in Cooking or Sewing.

(3) All pupils in Grammar and Primary Grades have instruction in Drawing, Music, and Physical Culture.

(4) German and Latin are optional studies. Average cost estimated.

TABLE XVIII.

Total Expenditures Charged to Educational Account for Seven Years, 1900 to 1907.
(COMPILED FROM ANNUAL REPORTS OF THE COMMITTEE ON FINANCE.)

	1900-01.	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
Elementary Schools.							
Salaries, Superintendents and Teachers, primary and grammar grades (except teachers of "Special" studies below)...	\$4,134,642.48	\$4,198,316.72	\$4,235,338.87	\$4,398,938.93	\$4,472,678.88	\$4,587,382.16	\$4,788,221.93
Kindergartens...	98,007.42	103,278.09	133,479.49	156,138.41	158,278.96	166,513.30	178,711.38
Manual Training. { The total cost of	38,114.49	46,557.39	24,578.58	52,099.32	49,822.84	52,727.65	60,891.23
Household Arts. { these items is given,	14,864.03	17,165.73	10,216.45	23,484.49	35,666.98	39,680.18	43,928.94
Drawing. { including salaries	28,958.77	26,072.64	18,725.84	14,498.97	18,841.48	23,978.84	11,737.88
Music. { and general ex-	27,270.19	23,624.46	8,609.41	10,314.01	17,804.24	10,297.82	14,491.50
Physical Culture. { penses.	11,513.15	12,045.33	18,099.17	16,854.64	18,252.41	13,033.31	17,675.66
German. {	170,471.78	170,213.75	2,578.57	.....	.....	.....	.....
Total cost of so-called "Special" studies	\$ 389,199.83	\$ 397,957.39	\$ 211,267.51	\$ 271,380.84	\$ 298,157.85	\$ 305,241.10	\$ 327,425.09
Items of General Expenditure Counted							
In Total Cost of Elementary Schools:							
Salaries, Engineers and Janitors.....	\$ 478,112.50	\$ 472,579.19	\$ 468,298.77	\$ 493,313.18	\$ 512,525.71	\$ 568,978.76	\$ 578,809.93
General repairs, furniture, etc.....	297,661.08	365,017.21	235,851.50	457,108.00	418,068.84	339,891.01	382,067.58
Fuel	262,286.17	238,277.62	204,099.08	296,378.47	254,770.12	235,710.71	230,003.97
Rentals for school purposes.....	78,003.20	70,578.31	61,197.31	47,639.96	44,614.55	43,819.66	33,656.09
School supplies	58,569.26	68,846.70	63,796.68	76,133.98	72,061.44	67,696.97	67,865.82
Text books for indigent pupils.....	22,707.39	22,687.00	32,600.11	17,168.22	22,864.55	17,819.76	7,242.58
Salaries—office employees	46,182.36	48,259.67	50,024.61	54,348.36	58,457.74	60,596.93	72,895.85
Compulsory education	18,211.50	18,266.62	17,799.08	20,773.70	20,580.65	24,761.14	30,690.86
Medical inspection	14,403.87	2,479.80	3,817.23	7,788.55	5,701.70	6,102.74	.....
Bathroom attendants.....	8,147.00	7,246.80	6,313.00	8,999.00	9,096.00	9,020.00	9,090.00
Transportation for crippled children...	1,257.25	3,428.75	4,778.75	5,464.00	6,897.00	7,812.50	7,517.50
Libraries	12,846.31	8,480.25	1,865.99	28,117.55	28,862.30	2,845.48	18,474.98
Child Study Department.....	4,406.81	4,024.06	3,875.25	3,558.93	2,913.25	3,645.65	3,880.73
Rental for offices, Board of Education...	13,168.16	17,384.66	86,530.15	32,500.08	32,580.08	32,500.38	32,708.38
Schoolhouse supplies	30,913.40	82,159.12	82,567.65	45,788.31	45,014.49	46,008.26	54,908.36

Elementary Schools.	1900-01.	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
Printing and advertising.....	\$ 14,494.56	\$ 16,585.04	\$ 14,787.63	\$ 17,529.84	\$ 19,012.22	\$ 20,662.96	\$ 28,155.50
School census	1,784.68	7,286.52	12.95	26,081.86	2,283.80	9,150.25	3,380.08
Examining Board .....	.....	452.00	.....	3,077.00	3,685.00	3,408.50	2,867.94
Incidentals	9,013.15	3,697.50	14,834.51	39,313.18	19,564.16	16,192.05	28,684.72
Total of General Expenditures.....	\$1,372,167.14	\$1,404,727.82	\$1,250,898.25	\$1,679,061.67	\$1,587,523.30	\$1,488,088.41	\$1,537,897.30
Total cost Elementary Schools.....	\$5,896,009.45	\$5,996,001.93	\$5,697,489.63	\$6,349,390.44	\$6,368,355.33	\$6,875,691.87	\$6,703,544.32
Cost per pupil in Elementary Schools, based on average membership.....	\$ 27.93	\$ 27.92	\$ 26.81	\$ 28.16	\$ 27.85	\$ 27.57	.....
Cost of Normal, High, and Special Schools, including teachers' salaries and all other expenses:							
Normal School	53,935.30	57,403.29	62,555.98	74,376.68	82,530.28	87,113.47	97,381.29
High Schools	546,076.73	541,145.49	530,765.32	578,528.98	614,452.85	615,614.93	643,229.51
Manual Training High Schools.....	45,383.47	52,142.56	52,052.97	92,615.99	80,823.70	106,081.23	105,562.68
Parental School	6,129.03	30,893.06	54,746.84	76,422.29	69,386.89	78,223.76	79,930.13
John Worthy School.....	21,527.21	23,663.82	25,682.59	27,031.14	27,128.06	29,806.34	29,260.91
Schools for the Deaf.....	18,610.11	19,962.93	18,421.83	17,773.47	22,782.37	23,606.26	24,176.44
Schools for the Blind.....	3,889.97	4,249.46	3,949.65	4,185.41	4,194.24	4,489.97	4,882.79
Schools for Crippled Children *.....	.....	.....	.....	.....	4,098.76	7,096.13	6,915.42
Evening Schools	58,405.09	.....	82,918.33	112,578.79	132,585.18	118,750.97	119,033.53
Vacation Schools .....	.....	.....	.....	1,000.00	5,000.00	5,000.00	10,000.00
Total, Normal, High and Special Schools	\$ 754,008.91	\$ 732,430.61	\$ 831,098.51	\$ 984,462.75	\$1,042,982.33	\$1,075,782.06	\$1,126,322.70
Total expenditure for educational purposes	\$6,650,016.41	\$6,725,462.54	\$6,528,588.14	\$7,338,863.19	\$7,401,337.66	\$7,451,498.73	\$7,823,867.02
Cost per pupil in entire system, based on average membership (not includ- ing evening schools).....	\$ 29.76	\$ 29.88	\$ 28.48	\$ 30.60	\$ 30.24	\$ 30.02	\$ 32.03

*Not including cost of transportation.

TABLE XIX.

Statistics of Attendance for Twenty-Seven Years, 1880 to 1907.

YEAR.	AVERAGE DAILY MEMBERSHIP BY GRADES— PRIMARY GRADES.					Total, Primary Department.
	Kindergarten.	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	
1880-81.....	.....	11,788.8	9,147.3	8,664.9	6,646.6	36,247.3
1881-82.....	.....	13,651.0	10,251.3	8,947.2	6,433.8	39,283.3
1882-83.....	.....	16,159.3	11,002.3	9,328.2	6,555.6	43,045.4
1883-84.....	.....	17,488.0	11,483.2	9,692.2	6,808.4	45,471.8
1884-85.....	.....	17,647.5	13,054.3	9,685.5	7,264.2	47,651.5
1885-86.....	.....	18,087.2	13,822.4	10,589.3	7,513.2	50,012.8
1886-87.....	.....	17,988.9	13,828.8	11,028.5	7,655.2	50,501.4
1887-88.....	.....	18,480.6	15,185.4	11,457.6	8,499.7	53,573.3
1888-89.....	.....	17,926.4	15,879.7	12,775.4	9,007.7	55,589.2
1889-90.....	.....	25,786.7	21,043.4	18,139.2	13,510.7	78,480.0
1890-91.....	.....	26,668.6	23,179.4	18,792.0	15,197.4	83,837.4
1891-92.....	.....	28,684.2	24,305.7	20,705.5	15,882.2	89,577.6
1892-93.....	.....	29,479.6	25,442.4	22,769.0	16,938.0	94,629.0
1893-94.....	.....	33,538.2	26,985.1	24,087.3	20,293.5	104,904.6
1894-95.....	.....	36,734.0	29,197.8	25,504.5	21,460.6	112,896.9
1895-96.....	.....	37,032.0	32,364.7	27,284.6	22,860.7	119,542.0
1896-97.....	.....	38,943.4	32,948.0	29,623.2	24,655.6	126,170.2
1897-98.....	.....	41,950.3	22,776.4	30,110.0	25,767.3	130,607.0
1898-99.....	.....	43,827.7	33,248.4	30,088.7	25,749.3	132,914.1
1899-1900.....	4,189.7	44,810.2	34,874.4	29,863.2	25,784.5	135,332.3
1900-01.....	4,415.1	47,409.5	36,014.3	31,099.1	26,033.4	140,556.3
1901-02.....	4,542.8	47,612.	36,432.5	32,170.2	26,439.7	142,654.4
1902-03.....	7,381.1	44,622.8	37,184.	32,449.9	27,167.9	141,424.6
1903-04.....	8,425.6	43,748.9	36,874.9	34,419.4	28,405.9	143,449.1
1904-05.....	9,087.4	42,812.7	34,380.1	34,310.	29,824.8	141,327.0
1905-06.....	9,401.5	43,560.8	34,330.4	32,814.4	30,009.8	140,715.4
1906-07.....	8,760.3	40,779.2	34,687.4	31,905.6	29,256.0	136,624.2

TABLE XIX—(Continued).

Statistics of Attendance for Twenty-Seven Years, 1880 to 1907.

YEAR.	AVERAGE DAILY MEMBERSHIP BY GRADES— GRAMMAR GRADES.				Total, Grammar Department.
	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	
1880-81.....	4,689.6	2,796.8	1,821.0	898.7	10,205.6
1881-82.....	4,700.6	3,124.1	1,748.8	981.2	10,554.7
1882-83.....	5,137.0	3,437.0	1,984.0	1,030.7	11,588.9
1883-84.....	5,648.2	3,480.5	2,145.3	1,297.9	12,571.9
1884-85.....	6,054.7	3,564.9	2,056.1	1,346.4	13,022.1
1885-86.....	6,324.3	4,066.2	2,292.3	1,401.7	14,084.5
1886-87.....	6,345.7	4,377.1	2,567.7	1,542.9	14,833.4
1887-88.....	6,698.3	4,695.2	2,814.5	1,763.6	15,971.7
1888-89.....	7,272.9	4,918.6	3,254.6	2,014.0	17,460.1
1889-90.....	10,505.4	7,806.0	4,819.8	3,341.3	25,972.5
1890-91.....	11,685.8	7,612.8	5,403.0	3,842.7	28,544.3
1891-92.....	12,920.9	9,130.4	5,606.4	4,331.5	31,998.2
1892-93.....	13,825.9	9,700.8	6,357.0	4,481.3	34,365.0
1893-94.....	15,727.0	11,235.3	7,213.4	5,204.9	39,380.6
1894-95.....	18,855.4	12,484.9	8,340.0	5,938.6	45,790.9
1895-96.....	20,410.0	13,879.9	9,573.3	6,785.6	50,649.5
1896-97.....	22,120.6	15,605.9	10,846.3	7,421.7	55,994.5
1897-98.....	23,424.1	16,796.1	11,691.7	8,280.2	60,192.1
1898-99.....	23,693.4	17,586.4	12,421.9	8,678.2	62,379.0
1899-1900.....	23,866.4	18,236.3	13,089.3	9,270.8	64,642.8
1900-01.....	24,013.3	18,359.1	13,697.6	9,986.6	66,056.6
1901-02.....	24,711.0	18,136.8	13,975.7	10,723.9	67,547.4
1902-03.....	25,076.9	18,427.5	13,662.1	10,927.6	68,094.1
1903-04.....	27,351.7	20,230.7	14,645.8	11,393.7	73,621.9
1904-05.....	27,512.4	21,755.7	16,251.2	12,340.0	77,859.3
1905-06.....	28,056.8	22,540.6	17,643.6	12,939.2	81,180.2
1906-07.....	27,853.9	22,771.2	17,813.3	13,336.1	82,274.5

TABLE XIX—(Continued).

Statistics of Attendance for Twenty-Seven Years, 1880 to 1907.

YEAR.	AVERAGE DAILY MEMBERSHIP BY GRADES— HIGH SCHOOLS.					Total, High School Depart- ment.
	In Ungraded Room.	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	
1880-81.....	27.6	477.5	355.0	146.9	63.7	1,043.1
1881-82.....	25.6	558.0	298.9	181.6	120.9	1,159.4
1882-83.....	27.4	595.6	354.7	158.2	119.4	1,227.9
1883-84.....	20.1	616.5	367.8	186.5	139.2	1,310.0
1884-85.....	25.4	706.8	409.1	223.2	145.3	1,484.4
1885-86.....	23.3	805.6	473.0	251.3	167.2	1,697.1
1886-87.....	21.7	765.0	537.5	328.3	198.4	1,829.2
1887-88.....	26.2	846.6	523.5	384.2	255.9	2,010.2
1888-89.....	33.1	955.9	560.7	400.6	318.0	2,235.2
1889-90.....	30.7	1,541.7	892.7	535.3	420.8	3,612.0
1890-91.....	18.5	1,911.5	1,123.2	700.4	451.0	4,186.0
1891-92.....	.....	2,007.8	1,244.4	837.0	558.9	4,718.1
1892-93.....	.....	2,219.6	1,321.1	678.4	665.0	5,084.1
1893-94.....	.....	2,279.9	1,487.5	942.4	672.0	5,381.8
1894-95.....	.....	3,062.5	1,690.7	1,095.2	826.7	6,631.0
1895-96.....	.....	3,279.4	2,121.2	1,190.2	920.0	7,519.8
1896-97.....	.....	3,265.8	2,141.3	1,453.0	987.0	7,847.1
1897-98.....	.....	3,535.2	2,238.2	1,494.3	1,169.5	8,432.2
1898-99.....	.....	2,805.1	2,346.8	1,540.2	1,138.5	8,830.6
1899-1900.....	.....	3,880.6	2,455.5	1,615.0	1,238.9	9,190.0
1900-01.....	.....	4,032.1	2,592.2	1,742.7	1,294.4	9,661.4
1901-02.....	.....	3,899.1	2,551.7	1,792.5	1,383.7	9,627.0
1902-03.....	.....	4,175.9	2,494.6	1,511.2	1,306.4	9,488.1
1903-04.....	.....	4,620.3	2,544.3	1,623.1	1,149.0	9,936.7
1904-05.....	.....	5,239.9	2,912.3	1,750.0	1,306.2	11,208.4
1905-06.....	.....	5,543.9	3,289.6	1,928.2	1,312.6	12,024.3
1906-07.....	.....	5,419.1	3,442.1	1,987.5	1,410.6	12,259.3

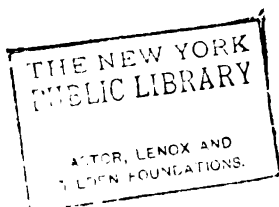
TABLE XIX—(Continued).

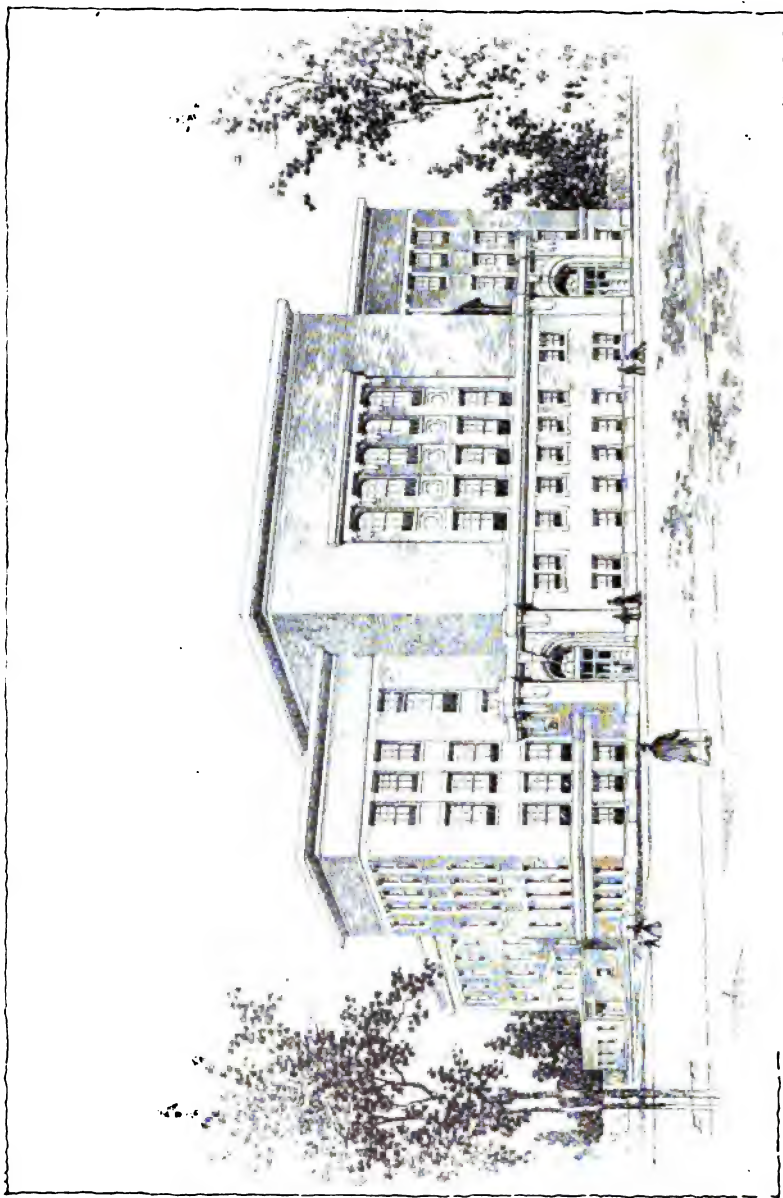
Statistics of Attendance for Twenty-Seven Years, 1880 to 1907.

YEAR.	AVERAGE DAILY MEMBERSHIP BY GRADES— SPECIAL SCHOOLS.						Total in all Departments.
	Normal School.	Schools for Deaf.	Schools for Blind.	Schools for Crippled Children.	Parental School.	School for Apprentices.	
1880-81.....							47,523.0
1881-82.....							51,023.0
1882-83.....							55,889.6
1883-84.....							59,373.8
1884-85.....							62,183.4
1885-86.....							65,817.7
1886-87.....							67,185.7
1887-88.....							71,581.4
1888-89.....							75,317.6
1889-90.....							108,095.2
1890-91.....							116,586.2
1891-92.....							126,593.9
1892-93.....							134,078.1
1893-94.....							149,667.0
1894-95.....							165,318.8
1895-96.....							177,711.3
1896-97.....	459.7						190,471.5
1897-98.....	889.7						199,621.0
1898-99.....	472.8	184.0					204,731.4
1899-1900.....	403.6	150.9					213,729.3
1900-01.....	636.3	148.6	28.	37.3			221,511.6
1901-02.....	485.1	156.7	21.	54.5	74.	80.	225,067.9
1902-03.....	296.6	152.2	23.	56.8	117.1	100.	226,893.5
1903-04.....	191.	145.	26.	103.6	188.3	106.	235,873.0
1904-05.....	267.4	165.8	26.8	125.2	191.4	177.	240,217.5
1905-06.....	366.4	199.6	27.	122.8	212.	228.5	244,290.7
1906-07.....	440.9	206.7	25.8	97.3	211.3	210.3	240,730.3

TABLE XX.**Percentage of Pupils in High and Elementary Grades, and Cost per Pupil.**

YEAR.	Per cent in Primary Grades.	Per cent in Grammar Grades.	Per cent in High Schools.	Cost per Pupil in Whole System.
1880-81.....	76.27	21.54	2.19	\$16.28
1881-82.....	77.02	20.71	2.27	16.51
1882-83.....	77.07	20.73	2.25	16.55
1883-84.....	76.62	21.18	2.21	17.00
1884-85.....	76.67	20.94	2.39	17.58
1885-86.....	76.02	21.40	2.58	18.93
1886-87.....	75.2	22.1	2.7	20.12
1887-88.....	74.85	22.33	2.82	20.75
1888-89.....	73.85	23.18	2.97	20.82
1889-90.....	72.66	24.00	3.34	22.42
1890-91.....	71.93	24.48	3.59	23.10
1891-92.....	71.	25.28	3.72	23.74
1892-93.....	70.57	25.64	3.79	24.55
1893-94.....	70.09	26.31	3.60	23.85
1894-95.....	68.29	27.70	4.01	24.61
1895-96.....	67.27	28.50	4.23	25.12
1896-97.....	66.04	29.47	4.49	24.75
1897-98.....	65.55	30.23	4.22	25.78
1898-99.....	65.11	30.56	4.33	26.80
1899-1900.....	64.70	30.90	4.40	29.36
1900-01.....	64.99	30.54	4.47	29.76
1901-02.....	64.90	30.72	4.38	29.88
1902-03.....	64.57	31.04	4.34	28.48
1903-04.....	63.19	32.43	4.38	30.60
1904-05.....	61.34	33.79	4.87	30.24
1905-06.....	60.15	34.70	5.15	30.02
1906-07.....	59.14	35.59	5.30	32.03





JOHN G. ROGERS ELEMENTARY SCHOOL
Hastings Street, West of Center Avenue

TABLE XXI.

Salaries as Shown on the Pay Rolls for the Month of June, 1904, 1905, 1906, and 1907.

	Salary.	Number Receiving.			
		1904.	1905.	1906.	1907.
Superintendent of Schools.....	\$10,000	1	1	1	1
District Superintendents	4,000	6	6	6	2
	3,000	.....	.....	1	1
	2,750	.....	1	.....	1
Assistant Superintendents	2,500	1	.....	1	.....
	2,250	.....	1	.....	.....
	2,000	1	.....	.....	.....
	3,000	2	2	2	2
Supervisors.....	2,400	1	1	.....	.....
	1,500	2	1	1	1
	1,600	.....	4	4	4
Special Teachers (Drawing) ..	1,400	4	.....	.....	.....
	1,600	.....	4	4	4
Special Teachers (Music)	1,400	4	.....	.....	.....
	2,000	1	1	.....	.....
Director in Child Study Dept....	2,100	.....	.....	1	.....
	2,200	.....	.....	.....	1
	1,500	1	1	.....	.....
Assistant in Child Study Dept.	1,600	.....	.....	1	1
		24	23	22	18

PUBLIC SCHOOLS.

NORMAL SCHOOL.

	Salary.	Number Receiving.			
		1904.	1905.	1906.	1907.
Principal	\$ 5,000	1	1	1	1
Vice Principal	3,000	1	1	1	.....
	2,700	.....	.....	.....	1
	2,500	3	5	10	8
	2,400	2	4	2	.....
	2,300	4	2	.....	1
	2,200	3	.....	.....	2
Heads of Departments and	2,100	.....	.....	1	1
Instructors.....	2,000	2	2	4	4
	1,700	.....	.....	.....	2
	1,600	.....	.....	.....	1
	1,500	4	7	6	5
	1,400	2	.....	1	.....
	1,300	.....	2	.....	.....
	1,200	1	2	.....	1
Curator	750	1	1	1	.....
Assistant Curator	600	1	1	1	.....
		25	28	28	27

HIGH SCHOOLS.

Principals of High Schools.

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$3,000	10	14	14	14
2,900	4	1	.....	.....
2,800	1	.....	.....	.....
2,600 .....	.....	.....	.....	3
2,500 .....	.....	.....	3	.....
	15	15	17	17

Teachers in High Schools.

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$2,500	1	1	1	1
2,400	1	.....	.....	.....
2,000	58	72	72	68
1,900	16	6	.....	3
1,800	7	.....	3	18
1,700 .....	.....	3	21	16
1,600	8	30	17	57
1,500	79	66	68	56
1,450	3	6	4	1
1,400	16	21	37	28
1,350	4	.....	.....	.....
1,300	15	30	32	70
1,250	1	.....	.....	11
1,200	92	87	73	41
1,150	4	2	3	.....
1,125	23	16	16	15
1,100	1	4	3	5
1,050	13	15	15	7
1,000	2	2	3	6
975	10	10	6	2
950	2	5	.....	.....
900	4	5	3	11
850	2	4	6	3
800	1	.....	1	.....
	362	385	384	419

ELEMENTARY SCHOOLS.**Principals.**

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$2,500	127	133	138	142
2,400	12	9	9	7
2,300	8	9	8	11
2,200	24	25	27	25
2,100	8	11	10	1
2,000	12	7	1	7
1,900	8	2	6	8
1,800	1	6	7	9
1,700	6	9	8	5
1,600	11	10	6	6
1,500	6	4	4	6
1,400	4	2	5	4
1,300 .....	.....	4	3	4
1,200	3	1	3	2
	230	232	235	237

Head Assistants.

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$1,175 .....	.....	4	41	75
1,150	3	39	40	23
1,125	43	43	23	133
1,100	174	142	134	8
1,050	1	1	.....	.....
	221	229	238	239

Teachers in Elementary Schools.
(Including teachers of kindergartens.)

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$1,125 .....	.....	.....	.....	7
1,100 .....	.....	3	5	1
1,075 .....	.....	4	3	4
1,050 .....	.....	.....	5	75
1,025	2	11	31	29
1,000	14	62	229	437
975	42	131	183	201
950	38	78	133	96
925	193	232	137	802
900	168	211	164	1,517
875	1,006	873	812	77
850	1,785	1,702	1,722	235
825	202	205	170	134
775	40	56	56	71
750	219	199	149	198
725	37	15	41	78
700	189	85	149	314
675	8	23	57	33
650	3	.....	2	.....
625	79	147	317	212
600	164	351	223	165
550	356	224	137	156
	4,545	4,612	4,725	4,842

PUBLIC SCHOOLS.

Teachers in John Worthy and Parental Schools and Detention Home.
(Thirteen Periods of Four Weeks Each.)

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$1,625	1	1	1	1
1,430				6
1,300	10	11	13	4
1,225				5
1,202				1
1,170	8	7	6	
1,105*	1	1		
1,105		1	1	
1,040				1
975*	5	5	6	6
975			1	1
845*				1
780*		1		
780			1	
650*	6	4	6	5
520**	1	1	1	1
	32	32	36	32

*With board, Parental School. **Part time.

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$3,000 Superintendent, Parental School.....	1	1	1	1
3,225 Principal, John Worthy School.....			1	1
	1	1	2	2

**Teachers of Household Arts, of the Deaf, of Crippled Children, and
Teachers in the Normal Practice Schools.**

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$1,200	2	2	6	21
1,175 .....	.....	3	14	4
1,150 .....	.....	.....	.....	.....
1,125 .....	.....	9	2	52
1,100 .....	.....	1	.....	13
1,075	34	41	50	2
1,050	25	21	15	7
1,025 .....	.....	.....	1	2
975	5	4	6	2
950 .....	.....	1	2	1
925	3	8	2	8
900	1	2	1	1
875	6	2	8	1
825	1	2	1	3
800	3	6	6	2
750	4	2	2	1
	84	104	116	120

**Special Teachers of Manual Training and Physical Culture, Elementary
Schools.**

Salary.	Number Receiving.			
	1904.	1905.	1906.	1907.
\$1,400	8	10	7	6
1,300	1	.....	1	4
1,200 .....	.....	1	4	8
1,100	5	7	10	7
1,000	7	14	7	6
925	2	1	4	8
875	1	.....	.....	.....
850 .....	.....	3	6	3
800	3	3	3	1
775 .....	.....	1	.....	.....
750	4	2	1	.....
	31	42	43	43

SUMMARY—NUMBER OF TEACHERS.

	1904.	1905.	1906.	1907.	Increase over 1906.
Superintendents and Supervisors, etc.	24	23	22	18	*4
Normal School	25	28	28	28	
High Schools—					
Principals	15	15	17	17	
Teachers	362	385	(1)384	419	35
Elementary Schools—					
Principals	230	232	236	237	1
Teachers (including head assistants)	4,766	4,841	4,963	5,081	118
Critic Teachers, Household Arts, etc.	85	104	116	120	4
Teachers of Manual Training and Physical Culture	31	42	43	43	
Parental and John Worthy Schools.	33	33	38	34	*4
Total number of superintendents Principals and Teachers.....	5,571	5,703	5,847	5,997	150

*Decrease.

TABLE XXII.

Average Salaries.

	1904.	1905.	1906.	1907.	Increase over 1906.
Principals, High Schools.....	\$2,960.00	\$2,993.33	\$2,911.76	\$2,929.47	17.65
Principals, Elementary Schools.	2,266.52	2,275.86	2,277.02	2,256.96	*20.06
Instructors, Normal School.....	2,005.00	1,925.00	2,095.83	2,046.12	*49.71
Teachers, High Schools (except head of branch).....	1,436.37	1,442.55	1,462.11	1,486.18	24.07
Head Assistants, Elementary...	1,105.31	1,114.30	1,123.74	1,142.26	18.52
Teachers of Manual Training and Physical Culture.....	1,068.58	1,072.62	1,066.28	1,108.14	41.86
Teachers of Household Arts, of the Deaf, Crippled Children, and Practice Schools.....	1,010.59	1,029.01	1,043.54	1,092.92	49.38
Teachers in Elementary Schools	812.38	817.68	826.35	857.13	30.78

*Decrease.

TABLE XXIII.**Detailed Statement Showing Cost of Teaching and Supervision.
Elementary Schools.**

	1906-07.
Salaries of superintendents, principals and teachers in grammar and primary grades	\$4,788,221.93
Salaries of supervisor and teachers of manual training.....	42,105.71
Salaries of supervisor and teachers of physical culture.....	11,548.75
Salaries of teachers of kindergartens.....	164,902.86
Salaries of teachers of household arts.....	35,595.95
Salaries of special teachers of music.....	6,242.00
Salaries of special teachers of drawing.....	6,431.50

Total paid superintendents, supervisors, principals and teachers in elementary schools.....\$5,055,048.70

Less salaries of supervising force*:

†Superintendent and assistants.....	\$ 27,750.00
Supervisor of manual training.....	3,000.00
Supervisor of physical culture.....	3,000.00
Principals of elementary schools.....	539,900.00

Total cost of supervision, elementary schools..... 573,650.00

Net salaries paid teachers in elementary schools.....\$4,481,398.70

*These are the full yearly salaries of supervising force as shown on the pay roll for June, 1907, and do not show the amounts actually paid after making deductions for absence.

†Properly chargeable to entire system.

High Schools.

Salaries of teachers and principals.....	\$647,926.75
*Salaries of principals.....	\$49,800.00
Total cost of supervision of high schools.....	49,800.00

Net salaries of teachers in high schools.....\$598,126.75

Normal and Special Schools.

Salaries, principal and teachers of Normal School.....	\$ 56,930.75
Salaries superintendent and teachers of Parental School.....	25,887.01
Salaries principal and teachers of John Worthy School.....	18,308.37
Salaries teachers of the deaf.....	24,176.44
Salaries supervisor and teachers of the blind.....	4,467.50
Salaries teachers of schools for crippled children.....	5,329.12
Salaries teachers in evening schools.....	95,046.00

Total\$280,145.19

Less—	1906-07.
*Salary superintendent Parental School.....	\$ 3,000.00
*Salary principal Normal School.....	5,000.00
*Salary principal John Worthy School.....	3,225.00
*Salary supervisor of blind.....	1,500.00
Salaries principals of evening schools.....	10,802.00
Cost of supervision.....	\$ 23,527.00
Net salaries of teachers in Normal and special schools....	\$206,618.19

Summary.

Salaries of teachers—	
Salaries of teachers, elementary.....	\$4,481,398.70
Salaries of teachers, high.....	598,126.75
Salaries of teachers, Normal and special.....	206,618.19
Total salaries of teachers.....	\$5,286,143.64
Cost of supervision—	
†Salaries of superintendents and assistants.....	\$ 27,750.00
*Cost of supervision, elementary schools.....	539,900.00
*Cost of supervision, high schools.....	49,800.00
*Cost of supervision, Normal and special schools.....	12,725.00
Cost of supervision, evening schools.....	10,802.00
Total cost of supervision, elementary, high and special....	\$640,977.00
†Properly chargeable to entire system.	
Per cent of total paid to teachers.....	89.2%
Per cent of total paid for supervision.....	10.8%

AGE AND SCHOOL CERTIFICATES.

The following tables (XXVI, XXVII and XXVIII) show the number of Age and School Certificates issued to children between the ages of 14 and 16 years, under the provisions of the so-called Child Labor Law, in force July 1, 1903. Tables XXIV and XXV are given here to enable any one to draw conclusions as to the effect of the law on school attendance.

TABLE XXIV.
Age of Pupils at Enrollment.

	1900-01.	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
Under 6 years.....	9,828	10,568	17,195	19,593	20,302	20,308	19,945
Between 6 and 7.....	39,716	41,753	38,452	34,566	32,575	32,312	31,790
Between 7 and 8.....	32,423	32,096	32,318	31,517	30,289	30,186	28,921
Between 8 and 9.....	29,805	30,606	31,015	30,746	29,921	30,376	29,005
Between 9 and 10.....	28,256	28,763	29,757	29,984	29,424	29,338	28,482
Between 10 and 11.....	27,091	27,766	28,127	28,964	29,081	28,743	28,826
Between 11 and 12.....	25,024	26,629	26,102	26,840	27,796	28,054	28,320
Between 12 and 13.....	23,979	24,220	24,885	26,054	26,671	27,832	28,544
Between 13 and 14.....	19,472	20,146	20,280	22,972	24,769	26,240	27,371
Between 14 and 15.....	12,721	12,816	12,863	14,283	15,965	16,921	17,085
Between 15 and 16.....	6,978	6,827	6,683	7,283	8,275	8,846	8,948
Between 16 and 17.....	3,680	3,508	3,352	3,449	3,830	4,181	4,469
Over 17.....	3,785	3,704	3,288	2,942	3,498	3,776	4,111
Total	262,788	268,392	274,247	279,183	282,846	287,113	286,766
Increase over previous year.....	.....	5,654	5,855	4,986	3,163	4,767	*347
Percent	2.7%	2.1%	2.2%	1.8%	1.18%	1.69%	*.001%

*Decrease.

Enrollment of Pupils Between 9 and 15 Years of Age.

	1900-01.	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
Number enrolled	136,543	139,330	141,994	149,087	153,703	157,122	159,607
Per cent of total enrollment.....	52%	53%	52.8%	53.4%	54%	54.7%	53.7%
Increase over previous year.....	.....	2,787	2,664	7,093	4,619	3,422	2,484
Per cent of increase.....	.....	2%	1.9%	5%	3.1%	2.28%	1.51%

TABLE XXV.
Average Membership in the Various Grades.

YEAR—	1900-01.	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
First Grade	47,409.5	47,612.0	44,622.8	43,748.9	42,612.7	43,580.8	40,779.2
Second Grade	36,014.3	36,432.5	37,184.0	36,874.9	34,860.1	34,330.4	34,687.4
Third Grade	31,098.1	32,170.2	32,449.9	34,419.4	34,310.0	32,814.4	31,906.6
Fourth Grade	26,033.4	26,439.7	27,167.9	28,405.9	29,824.8	30,009.8	29,256.0
Total, First to Fourth	140,556.3	142,654.4	141,424.6	143,449.1	141,927.6	140,716.4	136,928.2
Fifth Grade	24,013.3	24,711.0	25,076.9	27,351.7	27,612.4	28,056.8	27,853.9
Sixth Grade	18,359.1	18,136.8	18,427.5	20,280.7	21,755.7	22,640.6	22,771.2
Seventh Grade	13,687.6	13,975.7	13,662.1	14,645.8	16,251.2	17,043.6	17,813.3
Eighth Grade	9,886.6	10,723.9	10,927.6	11,393.7	12,340.0	12,939.2	13,836.1
Total, Fifth to Eighth	65,656.6	67,547.4	68,094.1	73,621.9	77,859.3	81,180.2	82,274.5
Ninth Grade	4,092.1	3,899.1	4,175.9	4,620.3	5,239.9	5,643.9	5,413.1
Tenth Grade	2,592.2	2,581.7	2,494.5	2,644.3	2,912.3	3,239.6	3,442.1
Eleventh Grade	1,742.7	1,792.5	1,511.2	1,623.1	1,750.0	1,928.2	1,987.5
Twelfth Grade	1,294.4	1,383.7	1,306.4	1,149.0	1,306.2	1,312.6	1,410.6
Total High Schools	9,661.4	9,657.0	9,488.1	9,936.7	11,208.4	12,024.3	12,559.3
Grand Total	216,274.3	219,828.8	219,006.8	227,007.7	230,395.3	235,919.9	231,162.0
Increase .....	.....	3,554.5	*822.0	8,000.9	3,387.8	3,524.6	*2,757.9

*Decrease.

Summary of Average Membership, Grades 4 to 9.

YEAR—	1900-01.	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
Average Membership, Grades 4 to 9....	96,121.1	97,880.2	99,437.9	106,048.1	112,924.0	116,733.9	116,949.6
Per cent of total membership.....	44.4%	44.5%	45.4%	46.7%	49.3%	44.9%	48.6%
Increase over previous year.....	.....	1,764.1	1,551.7	7,210.2	6,275.9	3,709.9	215.7
Per cent of increase.....	.....	1.8%	1.6%	7.5%	5.9%	3.3%	0.2%

TABLE XXVI.
Grades of Children Receiving Age and School Certificates.

GRADES.	From July 1, 1903, to July 1, 1904.			From July 1, 1904, to July 1, 1905.			From July 1, 1905, to July 1, 1906.			From July 1, 1906, to July 1, 1907.			Totals for Four Years.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
First	4	1	5	5	2	7	3	0	3	8	8	16	20	11	31
Second	58	30	88	83	23	106	66	16	82	68	43	111	275	112	387
Third	404	159	563	143	106	249	191	111	302	229	103	332	967	479	1,446
Fourth	911	383	1,294	638	343	981	653	288	941	652	350	1,002	2,854	1,364	4,218
Fifth	2,133	845	2,978	1,470	704	2,174	1,320	710	2,030	1,241	676	1,917	6,164	2,985	9,099
Sixth	1,901	821	2,722	1,729	773	2,502	1,623	869	2,492	1,609	787	2,396	6,862	3,260	10,112
Seventh	1,700	814	2,514	1,674	681	2,355	1,405	710	2,115	1,386	760	2,146	6,165	2,965	9,130
Eighth	2,114	997	3,111	1,718	700	2,418	1,476	655	2,131	1,901	1,085	2,986	7,209	3,407	10,616
Ninth	322	110	432	286	119	355	222	108	330	269	115	384	1,049	452	1,501
Tenth	43	9	52	87	31	118	36	15	51	50	22	72	216	77	293
Eleventh	8	1	9	12	2	14	6	2	8	4	3	7	30	8	38
Twelfth	0	0	0	1	0	1	0	0	0	1	0	1	2	0	2
Evening Schools ..	42	22	64	62	18	80	41	22	63	33	24	57	178	86	264
Unclassified	298	157	455	125	57	182	58	29	87	203	81	284	684	324	1,008
Total	9,986	4,349	14,287	7,983	3,559	11,542	7,100	3,555	10,655	7,654	4,027	11,681	32,675	15,470	48,145

TABLE XXVII.
Ages of Children Receiving Age and School Certificates:

Age.	From July 1, 1904, to July 1, 1905.		From July 1, 1906, to July 1, 1906.		From July 1, 1906, to July 1, 1907.		Total for Three Years
	Male.	Female.	Total.	Male.	Female.	Total.	
14 years	1,479.	720	2,199	1,583	769	2,352	7,457
14 years 1 month.....	645	310	955	543	302	845	927
14 years 2 months.....	613	222	835	469	200	669	927
14 years 3 months.....	483	183	666	436	242	678	716
14 years 4 months.....	392	205	597	375	199	574	621
14 years 5 months.....	412	172	584	358	184	542	569
14 years 6 months.....	372	146	518	347	186	533	578
14 years 7 months.....	349	172	521	314	188	502	531
14 years 8 months.....	303	108	411	232	143	375	451
14 years 9 months.....	291	164	455	304	136	440	463
14 years 10 months.....	316	124	440	265	102	367	437
14 years 11 months.....	275	188	413	222	107	329	435
15 years	218	105	323	234	101	335	342
15 years 1 month.....	190	74	264	205	101	306	389
15 years 2 months.....	241	91	332	163	78	241	311
15 years 3 months.....	192	88	275	162	85	247	272
15 years 4 months.....	191	87	278	158	82	240	285
15 years 5 months.....	166	76	242	127	68	195	254
15 years 6 months.....	167	97	264	113	90	173	248
15 years 7 months.....	123	31	154	101	50	151	188
15 years 8 months.....	178	69	247	96	48	144	223
15 years 9 months.....	140	62	202	91	53	144	183
15 years 10 months.....	142	59	201	109	61	170	157
15 years 11 months.....	105	61	166	93	40	133	181
Total.....	7,963	3,559	11,542	7,100	3,585	10,685	184
				7,054	4,027	11,081	505
							419
							33,868

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THE BERNHARD MOOS ELEMENTARY SCHOOL (Rear View)
California and Fairfield Avenue, Near Wabansia
The Pullman and Kosciuszko Schools are similar

TABLE XXVIII.
Nationalities of Children Receiving Age and School Certificates.

[illegible]

MR. LANE AND MR. DELANO.

The public school system of Chicago suffered two profound losses during this school year. On August 22, 1906, Albert G. Lane passed away, and on June 7, 1907, Edward C. Delano closed his long life of service for the schools. I desire to express here my deep appreciation of the worth of these two friends, on whose advice and help as District Superintendents I for so long have relied.

The following memorial in honor of Mr. Lane was adopted by the Principals' Association of Chicago on October 13, 1906:

ALBERT G. LANE.**1841-1906.**

Josiah Lane, the father of Albert G. Lane, came to Cook County with his wife in 1836 and settled at Galewood on the old Gale farm, a little northeast of Oak Park, then a long distance from Chicago, but now within the city limits. On this farm Albert G. Lane was born March 15, 1841, and there the old farm house still stands. Albert was the oldest of eight children. When the Lane family came to Cook County in 1836 the total population of Chicago did not exceed two thousand, and the exports from the Chicago port that year amounted to \$1,000.64.

Soon after the birth of Albert the family moved to Chicago and settled in a cottage on the site now occupied by Rothschild's department store. The cottage was later moved to No. 132 West Monroe street, and still occupied by the family. Upon the great open prairie, used as a cow pasture, the boy Albert ventured as far west as Ashland avenue, in the capacity of herdsman; and from this time the sturdy, independent character of the lad rapidly developed. When he began school, the entire school attendance of Chicago did not equal that of one of our largest schools at the present, and there was no high school.

As a carpenter, Albert G. Lane's father found difficulty enough in supporting his family of eight members on a dollar and a half per day, and at the age of twelve years it seemed necessary for the boy to leave school and go to work, as he could thereby turn in one dollar and fifty cents per week toward the family expenses. Albert cheerfully complied, but his heart longed for his school, and he gained permission to return to it by offering to earn the dollar fifty per week out of school hours. He did it, of course—he never failed at anything—and by selling papers he carried himself through grammar school and into the first class of the first Chicago high school. He entered the high school as a pupil on the same day that Mr. Delano entered as a teacher—fifty years ago next

Monday. With this class he would have graduated from the high school under Mr. Charles Dupee in 1858 at the age of eighteen years, but he had to leave school a little short of graduation.

In the Lane family teaching was second nature, and to it Albert naturally turned. In the year that he left school he was placed in charge of the old Franklin School, and was its principal until 1868, a term of ten years, when he succeeded John F. Eberhart as Superintendent of Cook County Schools.

With one interruption of four years he filled this office with distinguished ability until December, 1891, that is, for nineteen years. During the four years' interim he turned his attention to banking—and with marked success.

Eighteen hundred and seventy-three brought to Albert Lane misfortune such as tries the very souls of men and tests their integrity to the utmost. As County Superintendent, he had on deposit in the Franklin Bank, school fund money amounting to \$33,000. The bank failed and the deposit was absolutely wiped out—a total loss. As a depository the bank had been approved by the county commissioners, and Mr. Lane was probably under no legal obligations to refund the money. To add to his perplexities, he failed of reelection as County Superintendent the same year. Now his splendid conception of honor and his superb courage came to the front. No legal technicality for a moment dimmed his vision. To him the educational fund was a sacred trust, and without a moment's hesitation he entered upon the task before him.

Getting his bondsmen together, he called upon them to make good the loss and pledged them that every dollar with interest should be paid back to them. He converted into cash whatever of property he had accumulated, applied it on the debt, and for nineteen long years he labored and saved to wipe out the balance—and he did it—principal and interest amounting to forty-five thousand dollars. It was my good fortune to call upon him at his office at the consummation of this struggle. I found him out of the office, but he came in soon after, and never shall I forget the sort of glory that seemed to envelop him, as, stretching to his full height, he brought his hand down upon my shoulder and said with the utmost intensity, "Bright, I have just paid the last dollar of it." In the annals of Chicago can be found nothing more thrilling than this heroic struggle of Albert Lane. His will be a name to conjure with in teaching civic virtue when that of many a Chicago millionaire has passed into oblivion.

Beginning in December, 1891, Mr. Lane served as City Superintendent of Chicago for seven years. They were the most arduous years of his life. Through the pernicious meddling of the city hall, politics became rampant in educational affairs and the balking of his plans for the schools so added to the natural burdens of the office that even Mr.

Lane's splendid health gave way. He never recovered from the strain of the last two years in the city office, and it was doubtless fortunate for him that he failed of reelection in July, 1898. Here again Mr. Lane's loyalty to the Chicago schools shone forth, and with a dignified manliness of character. He cheerfully accepted the office of district superintendent, and in so doing rendered a service to the City of Chicago which it would be difficult to overestimate. His intimate knowledge of school affairs of city, county and state was unequaled by that of any other man. This, added to his sound judgment, his vast acquaintance and his unselfish devotion to the schools, made him almost indispensable as a counselor to his successors in the city office. This service was freely rendered and fully acknowledged. He remained at his post until well into the last vacation, though often working under intense weariness.

Albert G. Lane had often expressed the hope that he might "die in the harness," and this desire was practically gratified. After a short vacation at Bay View with his family, and as the constant companion of his little granddaughter, he felt called upon to return to his post of duty, but his strength gave out entirely on the return trip, and a very few days closed one of the noblest lives that had ever blest this city.

Albert Lane's work was not confined to Chicago or Cook County. For thirty-five years he was a potent factor in the State Teachers' Association, of which he was at one time president. No other man has contributed more than he to the success of the National Education Association. For many years he was a member of its executive committee, and was also its financial manager. In a recent letter, Mr. Irwin Shepard, secretary of the association, said: "I do not see how we can go on without him." The National Association accorded him its highest honor in 1893 when he became its president. Few men have enjoyed so general a personal acquaintance among prominent educators throughout the United States as did Mr. Lane, and to none was accorded greater respect.

Albert Lane saw almost the entire growth of Chicago; he loved the city intensely and he gave all the worth of his splendid manhood to her service. His impress upon the county school was remarkable. He rendered to the city just as generous and devoted service as to the county. This service was fully appreciated by the teachers with whom he worked and today thousands of them mourn his loss.

As a citizen, Mr. Lane shirked no responsibility. He proved that a schoolmaster may be a man among men, for few enjoyed so generally or so genuinely as he the respect and confidence of his fellow citizens. He was a devoted member of the Methodist church, and in its service his life was spent.

Thousands of young men connected with the Young Men's Christian

Association, of which he was a trustee, knew Mr. Lane, admired him as an ideal Christian gentleman, and emulated his example.

His devoted wife said of him the other day: "He was all that a son could be, he was all that a husband could be, he was all that a father could be, he was all that a church member could be, and you know what he was as a citizen and as an educator."

Yes, we know full well. His labors are ended, but the influence of a noble life can have no end. Albert Lane's cheerfulness, his devotion to duty, his courage, his unselfishness, his clearness of vision and fearlessness in living up to his convictions, the charming sincerity of his friendship, and his keen sense of right and justice, all added to the rarest integrity, made up a character which is our inheritance. We admired him, we trusted him, we loved him. We are better teachers because he labored among and with us.

Mr. Lane was married in July, 1878, to Miss Frances Smallwood, a teacher in the high school. Two children blessed this union.

To his sorrowing wife and daughters we express our warmest sympathy in their great bereavement.

O. T. BRIGHT,
CHARLES I. PARKER,
AGNES M. HARDINGE,
CHARLES D. LOWRY,
CLARA H. MAHONEY,
Committee.

The following resolutions were adopted by the Board of Education of the City of Chicago, on September 26, 1906:

ALBERT G. LANE.

Albert Grannis Lane was born within the present city limits of the City of Chicago, in 1841. After a thorough preparation for high school work in one of the elementary schools of the city, he entered the first high school of Chicago in October, 1856, on the day of its organization. Before completing the high school course, having previously obtained by examination a principal's certificate, he was appointed by the school trustees Principal of Public School No. 5, subsequently known as the Franklin School, in the north division of the city.

Although a very young man at the time of his appointment, Mr. Lane's abounding energy and consummate tact rendered his work as a principal eminently successful from its beginning. Energy and tact, admirable qualities in any sphere of human activity, soon supplemented by professional enthusiasm and pedagogical skill, acquired by experience, speedily raised the youthful principal to a position of leadership among the educational forces of the young and rapidly growing city.

A few years of strenuous and efficient work as Principal of the Franklin School having passed, Mr. Lane was called by a large popular vote to a broader field of educational endeavor, the superintendency of the public schools of Cook County. When Mr. Lane assumed control of the schools of the county, he found educational ideals and methods, popular interest in and a wise administration of educational affairs at a comparatively low level. Through his indefatigable industry, practical insight and untiring devotion to the new work in which he was engaged, the public schools of Cook County, during his long incumbency, reached a much higher standard of excellence.

The position of County Superintendent, which Mr. Lane had long, honorably, efficiently and satisfactorily filled, he resigned to accept the call of the Board of Education to the Superintendency of the public schools of Chicago, his native city. In this position, as well as that of district superintendent, which he held when death ended his prolonged and useful educational career, Mr. Lane's success as an educator and as a director of educational affairs was as conspicuous as in corresponding positions which he had previously occupied.

Mr. Lane's reputation and usefulness as an educator was not limited by city, county and state lines. For many years he was a most important factor in the management of the affairs of the National Education Association, and by his oratorical gift, magnetic power and administrative ability, contributed very largely to the creation and development of that great educational force. Rising gradually from the ranks of that distinguished body, he became in succession chairman of

its board of trustees, a member of its council, and finally, its president.

From these fields of varied educational labor, Albert G. Lane has been called by Death.

The Board of Education, recognizing, appreciating and acknowledging his valuable services in the cause of public school education, and especially regretting the loss to which his demise has subjected the public schools of Chicago, Resolves

That in all the public schools of the city, the last hour of the afternoon session of Friday, October 5, be devoted to exercises commemorating the upright and honorable life and educational services of Mr. Lane;

That on one of the public school buildings of the city the name "Albert G. Lane" be inscribed;

That this memorial and these resolutions be entered upon the records of the Board and a copy thereof be transmitted to the family of the deceased.

EDWARD C. DELANO.

The following resolutions were adopted by the Board of Education, on September 11, 1907:

Edward C. Delano entered the service of the public schools of Chicago in the fall of 1856, and was continuously in the system until his death on the morning of Friday, June 7, 1907. When he came to take charge of the Normal Department of the old High School he was a young man of great promise, and his fifty-one years of service for the children of Chicago confirmed this promise. For twenty years he was principal of the old Chicago Normal School, and for thirty years he was District Superintendent of Schools.

In all the positions held by him he was given the fullest confidence of all those with whom he was associated. A long succession of Boards of Education esteemed him so highly that on more than one occasion he might have been Superintendent of Schools had he so wished, but his ambition was not for that office. He preferred the work which brought him into closer daily touch with the school children.

Tens of thousands of the young people of Chicago were familiar with his appearance, and no man in the city was more beloved. Superintendents, principals, teachers and pupils were his warm friends. His counsel was valued by every Superintendent of Schools in Chicago for the past fifty years. He was a welcome visitor to the schools, and his friendly criticism was respected by all. He never spoke harshly of the work of any one. His only idea of the function of criticism was to be helpful to the person criticized. He rather sought out the good things in the work he saw and called attention to them. He aimed to help the schools by encouragement instead of by severe criticism.

In all his relations with the schools his work was above reproach. He brought to his work that fine moral earnestness which is the greatest force in education. While his intellectual attainments were of a very high order and he was intimately acquainted with all the great things that have been written and said on the history and philosophy of teaching, his character was what counted above all. His example was a constant stimulus to all with whom he came in contact in the carrying on of the public schools, and his voice was always for duty in its highest sense. The most amiable man in the world, he was unflinching in his adherence to what was right. There was no swerving him from the path of honor.

Mr. Delano's sole interest was in the schools. He loved his work, and gave up his whole life to it. During his first winter in Chicago, the winter of 1856-7, he taught in the evening schools without pay, to help establish this means of progress for those who had missed the chance of an education in their earlier life. It is a pleasure to recall that among those associated with Mr. Delano in that winter's work of self-sacrifice was Albert G. Lane. This was the spirit that animated both men until the end. In this very last year Mr. Delano denied himself the ease of retirement, and stayed in office because he so conceived his duty.

The grief which struck the hearts of his thousands of friends at the news of his sudden death was tempered by the reflection that the end of his career was very fitting. On the Tuesday of his last week he attended the regular weekly conference of the Superintendent with the District Superintendents, and lent his usual good nature and good sense to the questions which were under discussion. On Wednesday he took an active part in a large meeting of principals. On Thursday, after spending the greater part of the day visiting a school, he kept his regular office hours at the rooms of the Board of Education, and transacted business as usual. Those who met him on those days commented afterwards on his good humor and good spirits. On Thursday night he retired at the usual hour, and the next morning was found dead, without any evidence of the slightest struggle. It seems clear that he passed away in peaceful slumber.

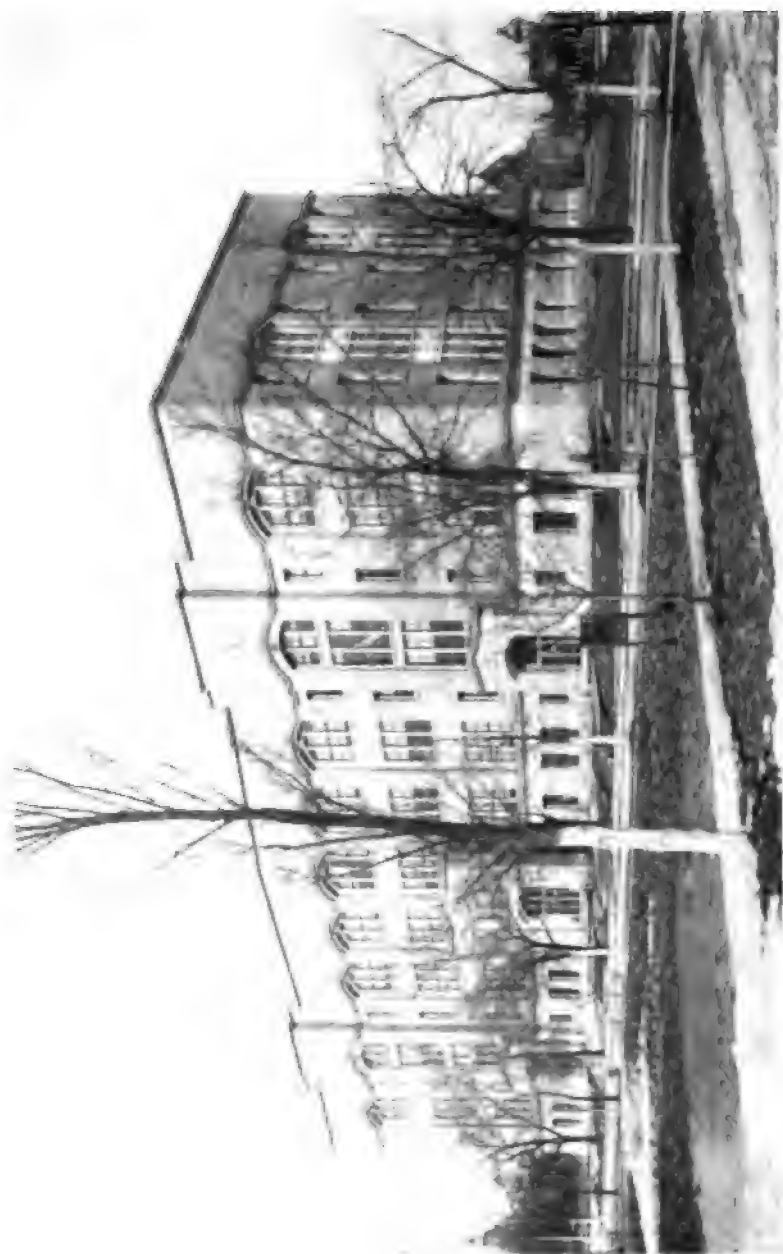
The close of his career was happy. There was for him no weakening of his faculties, no impairing of his vital strength by illness, and no shadow of the approaching end. He met the death that a good and faithful soldier desires. He died in the harness.

His genial presence will be sadly missed from the offices of the Board of Education and from the school rooms of the city, but his life will be forever a shining example for the youth of Chicago.

The Board of Education here puts on record its high appreciation of his noble public service, and its deep regret that Edward C. Delano was not spared for another decade of useful work on behalf of the schools. To the relatives of Mr. Delano the Board of Education extends its heartfelt sympathy.

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STEPHEN K. HAYT ELEMENTARY SCHOOL

The Ole A. Thorpe, Lloyd, Warren, Key and Ogleby Schools will be similar when completed
Perry and Granville Avenues

DEATHS, 1906-1907.**District Superintendents.**

Lane, Albert G. August 22, 1906.
 Delano, Edward C. June 7, 1907.

Elementary Principals.

Marshall, William I. Gladstone School. October 30, 1906.
 Brayton, James H. Raymond School April 11, 1907.
 McEachron, Julia Moseley School April 18, 1907.
 O'Connor, Daniel J. Whitney School May 2, 1907.

High School Teachers.

Webster, Arthur F. Hyde Park High School. September 7, 1906.
 Shannon, John A. Tuley High School. January 19, 1907.
 Kammann, William T. Hoyne M. T. High School. March 8, 1907.
 Jones, Mary E. McKinley High School. April 26, 1907.
 Gorrie, David Crane M. T. High School. June 21, 1907.

Head Assistant.

Delano, Addie J. Hamilton School June 27, 1907.

Elementary Teachers.

Reeder, Louis Curtis School August, 1906.
 Davis, Caroline Webster ... Brown School September 12, 1906.
 Hartigan, Mary E. Peabody School October 7, 1906.
 Schnitzer, Lillian. Haven School January 8, 1907.
 Bruce, Bertha Gladstone School January 23, 1907.
 Toner, Ella Jones School March 18, 1907.
 Alcott, Lillian D. Prescott School April 20, 1907.
 Reakin, Elisabeth Medill School April 26, 1907.
 Tennyry, Kate L. Raymond School May 2, 1907.
 Winnie, Mary B. Barnard School May 2, 1907.
 Kent, May L. McCormick School May 9, 1907.
 Toomey, Charlotte Gresham School May 21, 1907.

THE NORMAL SCHOOL.

The Superintendent has great pleasure in presenting herewith the report of Dr. Ella Flagg Young, principal of the Chicago Normal School:

THE COURSE OF STUDY.

During the past few years the course of study for the different parts of the school system has been in the focus of attention. In the effort each part has been making to revise a section of the course and adjust it to present day demands, the Chicago Normal School has not been idle. The change in our ideals in education from the static to the dynamic is influencing the conception of what makes a teacher efficient, socially and intellectually, as much as it has influenced our conception of what makes an educated boy or girl, man or woman. After the foundation has been laid for an acquaintance with the elementary forms of knowledge, it is conceded that the especial strength in the individual should be given the larger opportunity for development. Slowly but surely this same idea is becoming active in the preparation of teachers, not only for the colleges and high schools, but for children who have reached that stage in which specialization manifests its beginnings—children between the ages of ten and twelve years.

The problem of the Elementary Training Course presented two conditions for consideration: (1) The necessity of equipping students to teach every subject in which the modern elementary school course may require the regular, not the special teacher; (2) the obligation so to equilibrate the course that students shall find stimulus and opportunity to develop individual tastes after the first condition has been fulfilled. To meet the first condition only, as some schools do, is to give professional training without the required artistic, scientific and literary knowledge and attainments that give the young teacher a comprehensive idea of education and make for an appreciation of the worth of life; it is to make the Normal School a trade school of the sorriest kind. A few schools should prepare specialists only. The others face the problem of equilibrium. On the way the problem is solved depends the character of the membership; young people of parts will be attracted or repelled and it is these students—not the young man or woman of colorless interests—that will raise the level, that will make the work in the normal schools dynamic in the elementary schools.

Necessarily a new course with electives in it could not be formulated through discussion only. The school had been offering for the Elementary Training Course a curriculum composed of the same specified work for all; at the opening of the year, September, 1906, a tentative plan was prepared and put into operation. This plan had one grave defect—it

made the fundamental work in two subjects elective; but before the first semester had closed it was adjusted and formulated as follows:

Required—

Child Study and Psychology.....	100 hours
Education and Ethics	120 hours
Practice Teaching	200 hours
Special Method in Two of the Departments.....	40 hours
English and Oral Expression.....	120 hours
Geography	100 hours
Mathematics	100 hours
Science	100 hours
History	100 hours
The Arts	100 hours
Singing	100 hours
Physiology and Physical Education.....	60 hours
Gymnasium	80 hours

Elective—

Advanced work in one or two departments.....	200 hours
A short special work in one department.....	20 hours

Attention should be called to the fact that the plan of September, 1906, was offered but once; that no student graduated under it, or without taking work in every department represented in the Elementary Training Course; that no student was delayed in completing the course by taking the preferred required subjects before the less preferred.

THE ARTS.

Educational literature has teemed in the last fifteen years with reflections upon the change in the homes of the producing class in this country. It is very much easier to note the transference of industries from the home to the factory and the shop, and the influence of the change in place upon early training, than it is to arrive at a sensible and worthy substitution in the school for that which has been lost to the home. The expense attendant upon the purchase of material to be worked over daily by thousands and thousands of children, brings the most ardent enthusiast to a dead standstill in his attempt through training in the school to cultivate the taste, make the eye appreciative, and the fingers deft. But even with the weight of the load of expense reduced to a minimum, the greatest difficulty has not been overcome. To render efficient service in helping solve the problem of early training for the eye and the hand, leading to a training in the technique of different arts and industries, the Departments of the Graphic, the Manual, and the Industrial Arts in the Normal School have made a determined and, it is hoped, an intelligent effort to work in coöperation. It has been said that

to propose a scheme of coöperation of artists is to launch oneself on a stormy sea, but in this instance the teachers of Art, Manual Training and Constructive in the College and in the Practice Schools were highly coöperative, not because they were trying to work amicably, but because of a comprehensive grasp of their problems. In present conditions, however, there are difficulties almost insurmountable. The chief obstacle lies in our limited knowledge of the beginnings of art in the immature mind. A fondness for using the hand and for bright colored material in making things does not, perforce, develop the artistic sense. It may lead to a pagan form of art such as that of the American Indian. Yet, notwithstanding a strong feeling that the problem is still before us, the Departments prepared and printed in June, 1907, an "Arts Course" which testifies to the gain arising from the harmonious work of the different arts. In the R. T. Crane Manual Training Department, composed of graduates from the High Manual Training School, the effort to make the Graphic and Manual Arts vivify each other has been highly successful. All that the artistic spirit seemed to need in the case of these advanced students was stimulus for expression.

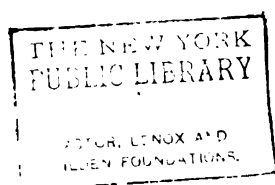
SCIENCE.

The Department of Science has concentrated much thought on nature study in the lower grades and elementary physical science in the seventh and eighth grades. The instruction in experimental physics was taught almost wholly by the Normal School students and gave evidence of a scientific attitude toward the data involved in the experiment and also toward the data gathered from the children's manipulation and interpretation of apparatus and material. It is a remarkable commentary on the retrograde movement of elementary science in the schools when one finds in a selected corps of from 50 to 60 elementary teachers only one who feels competent to undertake the charge of that work. While it may be true that nature study as taught has been of slight value, this does not affect the claim of scientific men that "the scientific spirit must bring independence in observation and conclusion, some idea as to what an exact statement is, and some conception as to what constitutes proof."

Many of the students have during the last year and a half taken advantage of the opportunity to acquire ability to manipulate the stereopticon. They will be of service in the movement toward making stereopticon projection a means of illustration in class work.

ENGLISH.

The work of each of the Departments of the School has tended toward the attainment of a higher degree of scholarship in the students and at the same time a better quality of teaching in the practice schools. After due stress has been given to the new subjects which conditions of





THE FRIEDRICH LUDWIG JAHN ELEMENTARY SCHOOL
Helmolt Avenue and Lincoln Street

The Washington School at Morgan Street and Grand Avenue is similar

modern life have turned over to the schools, it still remains self-evident that a command of the mother tongue should be the *sine qua non* of every young man and young woman receiving a diploma from a normal school. In the great cities there is, in the very nature of the conditions, a breeding-in of defects as well as of excellences. Children with slovenly enunciation and incorrect and meager English pass from the elementary into the high school, and with but slight improvement graduate into the normal school and finally with some advance, but with the careless, defective speech still characteristic, from the normal school into the teaching corps. These illiterate habits in the use of the mother tongue will even-tuate in a dialect which will be the heritage of the children trained in those schools. When public sentiment refuses to accept as teachers of children men and women with a narrow, uncertain range of attainment in English, then the Normal School, and the University also, can withhold the diploma or the degree, until the candidate has attained fluency and precision of speech.

PHYSICAL EDUCATION.

The physical examination of candidates for admission and for graduation has materially advanced the average of the physical standard in the schools. But more effective than the examination has been the influence of the Department of Physical Education, though its work has been carried on in the assembly hall of an elementary school not equipped for gymnasium purposes. The practice in the gymnastics taught here is admirably suited to give freshness and vigor to the body. The theory of the subject makes the physical habits of the individual the basis of many steps in his advance or retrogression. Lura Sanborn Sargent, who now closes her connection with the school in order to undertake a more advanced and less time-consuming phase of the work, has been for nine years at the head of the Department, and has in that time standardized the work in dignity, popularity, and effectiveness.

PRACTICE SCHOOLS.

If the element of growth, intellectual and ethical, is one of the chief, if not the chief, element with which a teacher is concerned, then the foundations in the practice of teaching should be based on an appreciation of the data involved in growth. The students are assigned to teach, daily, ten weeks, the same class of children. At the end of that time they are assigned again, for a period of ten weeks, but to a different grade. In much of the work in the Practice Schools there has been evidenced a rare ability in the training teacher to develop this appreciation in the student teacher.

DEPARTMENTAL TEACHING.

A successful introduction of the Departmental Plan was made in the sixth, seventh and eighth grades of the Practice Schools. The plan is vertical, not horizontal, since the teaching of a subject in successive sections in the same grade is even more stupefying than that of instructing in every subject taught in the grade. The change of rooms by the classes affords mental and physical rest for the children. The establishment of a room as the headquarters for history, or art, or geography, or literature, tends to make that room a museum and library of the subject in its elementary school phase.

NECESSITY FOR A LARGER FIELD.

The great lack has been facilities that would enable all students to have practice teaching in a first, second, or third grade room, and an environment similar to that of a majority of the schools in the city. The appointment of the Harrison as a practice school will, in a measure, supply that which has been lacking.

CADETS.

The excess of the demand over the supply of experienced teachers on the roll of substitutes in the elementary schools of the city changes all too soon the attitude of many of the young graduates toward the question of growth in the children taught by them. Instead of a period of cadetship with the same classes many graduates are kept busy acting as substitutes, often in several different schools. With the varying methods in the many school rooms to which a substitute teacher may be sent, the young cadet substitute comes to view vigorous discipline as the all-important element. When conditions make it possible for the graduate to have a period of genuine cadetship, the teachings of the Normal School will be more apparent.

KINDERGARTEN.

The membership of this department has not increased in proportion with that of the Elementary Training Course. Of this condition, the feeling of uncertainty as to the continuance of kindergartens as a part of the established elementary schools, may be a sufficient explanation. An arrangement of the course as suggested by Miss O'Grady, the head of the department, by which the diploma would cover the kindergarten and the lower primary grades, is well worthy of consideration. It would broaden the horizon of the kindergartner to follow her children sometimes into the work beyond; on the other hand, it would be of inestimable value if the students in the Elementary Course could have the benefit of the kindergartner's point of view in their study of children.

NEW DEPARTMENTS.

The first class admitted under the provisions of the R. T. Crane Manual Training scholarships has completed the course. It was composed of five young men who had graduated from the Manual Training High School. Though the problem of manual training in the elementary schools has been their leading object of study, their work has not been limited to that subject. The industrial arts have been made familiar in various forms, while designing has been made a vital part of their work in both the manual and the industrial arts.

The Deaf Oral Department has had students, but not enough to meet the needs of the deaf in the schools throughout the city. The requirement that students entering the department shall be graduates of the Normal School or successful experienced teachers in Chicago, is probably the chief cause of the small membership.

The Household Arts Department has been suspended during the year because there is no demand for teachers of cookery in the elementary schools of the city.

THE EDUCATIONAL BI-MONTHLY.

In October, 1906, was published the first number of a magazine edited by the faculty. Each issue is composed of articles by members of the faculty and by others interested in education. This magazine serves as a clearing house for those who are working along special lines and also as a means for conveying to teachers some of the latest thoughts on the theory of education and on subject matters.

The magazine is free to any school and to any individual teacher in the Chicago public schools signifying a desire to have it. A large demand for copies is made from without the city, but as there is no subscription price, it is impossible to grant requests except to those who contribute articles or offer desirable magazines in exchange.

THE DEGREE OF BACHELOR OF EDUCATION.

Within recent times the departments of education in the universities have made their work not less exclusive but more inclusive. In addition to preparing supervisors, superintendents, and high school teachers for their special work, the schools of education are beginning to prepare teachers for the elementary grades. The university tends by its method to keep the young teacher of the elementary grade in closer relation with it than does the Normal School. In the former there is, upon completing the work of the junior college, a diploma and a certificate that one-half of the work required for a degree in that institution, has been completed; in the latter there is a diploma, but there is nothing further that places the young teacher in line for recognition in an advanced group of

scholarly men and women. Work in the Normal Extension graduate classes may be done successfully, for years, but it will not be recognized by the conferring of a degree.

That part of the Chicago Normal School in which the academic work is done is organized and administered as a Junior College. Its special aim is the preparation of its students to become teachers. Those students have all completed a four years' course in the high schools, are of college grade, and would be admitted to the local and state universities without examination. They are college students in everything except name; hence it would seem as if the movement inaugurated a few years ago should be completed and the College of Teachers be so named by official act of the Board of Education; and further, that in the Normal Extension Department, systematized work be planned that will enable the school to confer the degree of Bachelor of Education on students desiring to complete the work required for that degree in the universities. This systematized plan of work would not interfere with that of the teachers who wish to study in many lines instead of concentrating in those which might be grouped for the degree.

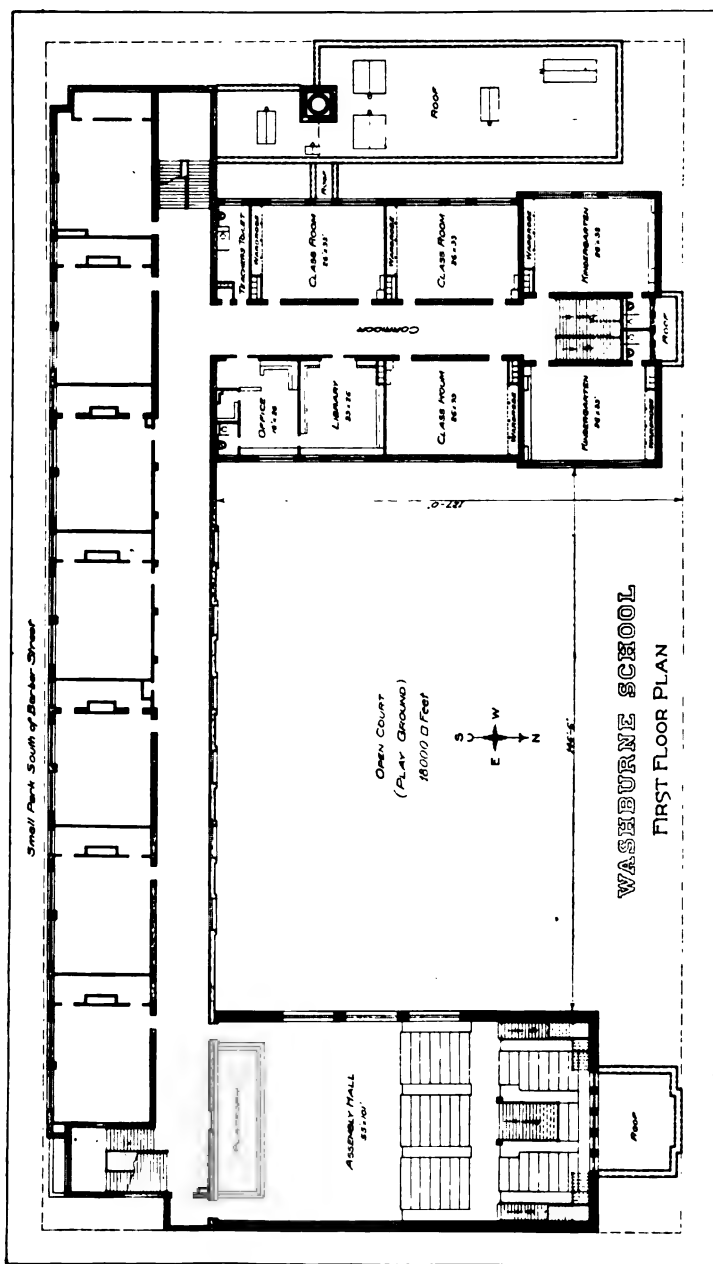
THE FUNCTION OF THE NORMAL SCHOOL.

It is generally agreed that the Normal School should send educated, trained teachers into the system to which it belongs. But there is diversity of opinion as to what constitutes an educated, trained teacher. In this city there are two hundred and fifty elementary schools. The principal in each of the schools has unlimited jurisdiction in the administration of the course of study and the means of discipline under the rules of the Board of Education; necessarily, there are many ways along which minor affairs are conducted. For the Normal School to attempt fitting teachers to walk in any single way, would be to ignore those in which the lot of the majority would fall; for it to attempt fitting for all ways would result in confusion worse confounded. Important as are matters of detail in the great city schools, the preparation of educated and trained teachers must be laid in broader and deeper foundations; in that intellectual sympathy which makes known to the teacher the free or the restricted movement of the mind of the learner and the conditions that aid or hinder free activity; in the appreciation of responsibility in developing the character of the pupils through freedom that gives opportunity and opens the way to better things.

Sympathy and appreciation of responsibility depend upon the education of the teacher. The Normal College puts the embryonic teacher in possession of such a body of knowledge as is requisite for further investigation and proof; it leaves the young teacher to enter into this possession by way of individual initiative, and by persistent endeavor to organize the material gained into coherent, intelligible subject-matter; finally,

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both aim and method are focused in attention and discussion, thereby being made a conscious aim and method.

If the student teacher graduates from the Normal School into an elementary school in which there are both thought-stimulating counsel and freedom to work effectively, the school system will gain in individuality and coöperation. But if the young teacher graduates into a benevolent autocracy in which automatic efficiency is developed in a gentle, kindly manner, active intelligence will become an unknown quantity.

In the Normal Extension classes, the method is often less scientific than in the under-graduate classes. The problem is complicated by uncertainty regarding what the teachers wish. The general idea is that they want subject-matter only, and this narrows the point of view of both instructor and class. The extension work should be characterized by the aim and method of the Normal School, but with deeper and higher reaches of thought. The unsatisfactoriness of some of the extension work serves to emphasize the fact that the problem of the educated and trained teacher is conditioned by the educational environment in which the teacher lives; that there should be not so much a standard of acquired excellence as a standard of activity.

In brief, the function of the Normal School, as the Normal School understands it, is to develop in its student corps responsible individuality for mental and social activity in the school, and so, to graduate into the teaching body young men and women who will not suffer themselves or their pupils to become inarticulate members of an "incoherent homogeneity."

STATISTICS.

	Enrollment.	Av. Membership.	Promotions.	Graduations.
1904-05.....	332	267.4	187	107
1905-06.....	435	366.4	427	162
1906-07.....	533	440.8	615	193

Note: The mid-year entering class is promoted once only; the remaining three classes are each promoted twice within the year.

HIGH SCHOOLS.**Secret Societies in the High Schools.**

During the greater part of the year the Board of Education was prevented by the courts from enforcing its rule against secret societies.

Few problems confronting the school authorities of the cities of America are more perplexing than those presented by the fraternities and sororities that are creeping into the high schools. These secret organizations are rapidly spreading, and their pernicious influence on scholarship and discipline has forced upon school authorities the problem of controlling or destroying them. Nearly every school system of any size in the United States today is wrestling with this problem.

The American common school system stands for equal opportunities for all pupils to get a preparation for the responsibilities that come with maturity. Any influence that disturbs this equality of opportunity disturbs the spirit and destroys the basic purpose of our common schools. No one influence now operative in high school life is more subversive of equal opportunity than the "frat movement."

It seems to parents and teachers that such organizations are not needed. Our high school students almost universally live at home under the direct care of parents. There is not the same excuse for the existence of secret societies that there would be in the colleges and universities. In the colleges and universities the fraternities may seem to serve a useful purpose, but even there, they seem, at times, to be subject to severe criticism. In the local high school, however, the breaking away from home life and the isolation in cliques encouraged by the existence of secret societies seems very undesirable.

Such organizations are usually based on selfishness and exclusiveness. The members think that their personal welfare will be advanced by membership in a powerful secret fraternity. The arguments used for "rushing" people into these organizations are based on exclusive privileges enjoyed by members of the secret

fraternity. They work against anything like a genuine "school spirit," and disintegrate the school into cliques. I know of no exception to this general charge, and, in itself, it constitutes an objection so fundamental that we might act upon it alone.

John Fiske many years ago called attention to the tendency in modern life toward the prolongation of the period of childhood and youth. Rousseau, long before, had urged adults to let childhood ripen. This movement toward the lengthening of childhood is a characteristic of all advance in the animal world, and also seems to characterize the social improvement going on in the civilized countries of today. You may see the influence working to lengthen the school period and to postpone the day when the child will be subjected to the hardship of competition in the industrial world. The fraternity comes in now and urges the early imitation of elders, the struggle for social success, the manipulation of community politics, and the experimentation in vice. Fraternities, in such cases, seem to mean a step backward, and every friend of childhood should oppose them.

The grouping of the high school fraternity develops a spirit of partisanship and partisan manipulation of school activities. Out of the fraternity rises the school "boss."

The fraternity accentuates the influence of wealth and social position and develops exclusiveness and snobbery.

The testimony of teachers seems to indicate that the general moral tone of members is lowered by their experience in this association, that idleness, expense, trivial conversation, indulgence, love of display, and the spread of gossip all go with the fraternity; and that, in the case of some special boys' organizations, we may add to these the keeping of late hours, ribald language, obscene songs, smoking, drunkenness, gambling, and social vice.

These secret aggressive groups take an unfair share of the school advantages, and treat the rest of the students as "barbarians." They bring pressure upon pupils to join who would prefer to remain out, and they refuse to allow members to drop out. They are centers of rebellion against school regulation. They are a self-appointed, irresponsible power in the school, interfering with the

free initiative of other students and with the authority of the faculty.

There seems to be no question about their influence upon scholarship. One of our high schools recently made a very startling report on eighty-seven sorority girls (eleven societies) and thirty-four fraternity boys (five societies). Of the eighty-seven girls, no fewer than thirty were below the passing average for the first half of the year. The average mark of the whole eighty-seven was 75.6, just six-tenths of 1 per cent above the passing average. Of the thirty-four boys, nineteen were below the passing average. The average mark of the whole thirty-four was 72, which is three below the required average. Summing up, out of one hundred and twenty-one pupils in the secret societies of this school, forty-nine failed to obtain even a passing mark, and the scholarship average of the entire one hundred and twenty-one was 74.9, a shade below the minimum passing mark.

Mid-Year Classes in the High Schools.

The mid-year classes in the high schools have not been as satisfactory as was hoped when the system of mid-year promotions from the elementary schools was introduced a few years ago. Lack of coöperation on the part of the elementary schools has been the chief source of difficulty, though some of the high schools must share the responsibility. At the close of June, 1907, the following note was sent to the principals of all the elementary schools:

"Mid-Year Promotions. Attention is called to the fact that several years ago, in response to the general opinion of the principals, the system of mid-year promotions to the high schools was introduced. The chief arguments advanced were that a more flexible arrangement would help many pupils who are not quite ready to graduate in June, but should not be held back for an entire year, and that others who are able to save half a year during their elementary course could get the benefit of this time on entering high school. If there were no mid-year classes in the high schools any pupils who might finish the work five months before, or five months after, the rest of their class would be required to wait half a year before entering high school. While there may be a difference of opinion on the advisability of graduating pupils from the elementary schools in mid-year, it seems clear that there should be a reasonable uniformity in the practice of the various schools. Otherwise the classes

which enter the high schools in February will be so small that they will not have the same advantages as the September classes, and there will be an increasing tendency to hold back pupils till June, or even to keep them out of school five months so as to avoid the disadvantages of entering in mid-year. The main disadvantage when there is a small entering class is that the choice of subjects on the part of the pupils is very much restricted, and the entire class is compelled to follow a more or less rigid course. It is the opinion of the Superintendent that, so long as the plan of having mid-year graduations from the elementary schools meets with general favor, all of the principals of elementary schools should coöperate in making the mid-year plan a success, and should endeavor to grade their schools in such a way that, if the attainments of the pupils permit, a fair proportion of the eighth grade pupils may graduate at the end of January of each year."

Among the measures proposed for the improvement of the situation in the high schools with respect to the mid-year classes was the division of the credits in one-year subjects into two parts. In accordance with this plan a separate half credit is now given for Greek History and a separate credit for Roman History, and so the one-year course in Mediaeval and Modern History has been divided. It has even been suggested that we should divide all the one-year subjects into half years, partly to allow a greater flexibility in the programs of the mid-year pupils, and partly to insure that a high mark in the first half of a year in a subject may not encourage some pupils to relax in their efforts during the second half.

Course of Study and Text-Books.

During the year several new text-books were adopted for use in the high schools.

While many of the principals and teachers think that Caesar's Commentaries on the Gallic War furnish the best material for work in Latin in the second year of the high schools, many others of them believe it advisable to allow the use of a second year Latin book as an equivalent of four books of Caesar. In accordance with this recommendation Miller and Beeson's Second Latin Book and Greenough, D'Ooge, and Daniell's Second Year Latin Book were added to the list.

A new laboratory manual in Zoology prepared under the direc-

tion of the Biology Round Table of the teachers in the Chicago public high schools was also adopted. Coulter's A Text-Book in Botany was substituted for the old text.

Mosher's Complete Touch Typewriting Instructor was added to the list of text-books in the commercial department.

During the year the teaching of Civics in the high schools was given considerable attention, and authority was given by the Board of Education for a regular half-year course in this subject, besides the incidental course which has been given for several years in connection with the work in United States History. Foreman's Advanced Civics was adopted as the text-book. Ely and Wicker's Elementary Economics was also put on the list.

An open list in Physics was adopted in January, 1907, the following books being now authorized for use:

Carhart and Chute's High School Physics.

Milliken and Gale's First Course in Physics.

Mann and Twiss's Physics.

Cheston, Gibson, and Timmermann's Physics, Theoretical and Descriptive.

An open list was also adopted in Astronomy and Geology, the list now including:

Young's Lessons in Astronomy.

Moulton's Introduction to Astronomy.

Todd's New Astronomy.

Le Conte's Compend of Geology.

Brigham's A Text-Book of Geology.

Norton's Elements of Geology.

Dana's Revised Text-Book of Geology.

The following books are now on an open list in Ancient History: ..

Botsford's Orient, Greece, and Rome.

Morey's Ancient History.

Myer's Ancient History.

West's Ancient World.

In June an attempt was made to extend the open list idea to several other subjects, but the publishers quoted such high prices for text-books on an open list as compared with their prices for

exclusive adoption that the Superintendent did not see his way clear to making a recommendation for the adoption of these books.

During the year the principals of the high schools recommended that advanced work in Accounting, Stenography, and Typewriting be given in the high schools. It was pointed out by them that the high schools of several other cities make a similar provision in the interests of utility and assistance to the pupils in preparing them for their life-work. The Board of Education accordingly authorized the Superintendent to arrange a second year's course in Accounting, including Penmanship and Business Arithmetic, and a second year's course in Stenography and Typewriting, in addition to the one-year courses already provided in those subjects.

The subjects of sewing and cooking have at last been introduced into the high schools. Preparations for this work have been going on for some time, but only this year has it been found possible to begin the actual work in instruction. A domestic science department was opened in the Lake High School in February, 1907, and proved very popular. It is expected that several of the other high schools will be ready to start this work in the fall.

Among the more important work done on the course of study during the year was the work of a committee of teachers and principals on the course of study in Mathematics for the seventh and eighth grades and through the high school. Some important recommendations were made by this committee. The report was still under discussion at the close of the year.

A discussion occurred during the year on the advisability of reducing the requirement of four years of English for graduation. The teachers of English were almost unanimously opposed to the change, but many of the teachers of other subjects and some of the principals were in favor of reducing the requirement to three years. No action was taken in the matter, however, as the current of opinion was strongly in the direction of the present requirement.

During the winter steps were taken to bring to the notice of the State Legislature the present situation with respect to the teaching of Physiology. It was the unanimous opinion of the principals that the law compelling the teaching of Physiology in the high schools should be repealed. The matter was brought before the Legislature by a number of organizations, but action was deferred pending a wider discussion of the case.

In November, 1906, the Board of Education fixed a new basis for determining the number of teachers to which each high school is entitled. Under this plan the high schools are divided into five groups as follows:

First group, schools of 300 or less, ratio one teacher to 25 pupils.
Second group, schools of 300 to 500, ratio one teacher to 28 pupils.
Third group, schools of 500 to 700, ratio one teacher to 30 pupils.
Fourth group, schools of 700 to 1,200, ratio one teacher to 33 pupils.
Fifth group, schools of 1,200 and upwards, ratio one teacher to 35 pupils.

This ratio is based upon the number of pupils belonging on the last day of September of each school year, and the number of teachers so fixed is not to be decreased during the year. Whenever the number of pupils in a school increases so that the school passes into another group the number of teachers is not to be diminished thereby, but is to remain fixed until the school is entitled to an increase under the rule for that group.

HIGH SCHOOLS. ENROLLMENT DURING THE SCHOOL YEAR 1906-1907.

HIGH SCHOOLS.	Ninth Grade.		Tenth Grade.		Eleventh Grade.		Twelfth Grade.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Austin	82	149	43	101	24	49	19	50	168	349
Calumet	69	103	60	75	21	45	19	31	169	254
Crane, R. T., Manual Training ..	498	.....	272	.....	218	.....	112	.....	1,100	.....
Curtis, Geo. Wm.	92	116	208	31	12	18	4	11	139	199
Englewood	192	310	502	114	57	102	55	95	150	418
Hyde Park	236	298	534	174	81	162	64	97	161	555
Jefferson	40	91	131	20	15	33	10	19	85	200
Lake	159	101	260	65	19	30	13	25	266	231
Lake View	180	458	134	292	98	154	33	83	445	987
Manual Training (Hoyne Sch. Bldg.)	195	.....	195	.....	.....	.....	.....	.....	312	.....
Marshall	108	362	470	45	28	89	19	64	200	661
McKinley, Wm.	118	296	414	69	51	104	36	79	115	274
Medill	166	169	335	79	38	45	24	36	307	352
Phillips, Wendell	332	497	829	225	108	174	282	53	145	198
South Chicago	81	106	187	45	17	32	10	34	153	245
" .....	.....	.....	.....	73	.....	.....	.....	.....	.....	.....
Tuley, Murray F.	174	421	595	79	43	68	24	3*	321	700
Waller, Robert A.	119	237	356	67	56	114	42	64	284	549
" .....	.....	.....	.....	134	.....	.....	.....	.....	.....	.....
"
Totals	2,841	3,714	6,555	1,639	2,311	3,950	537	897	1,434	5,904
									8,144	14,048

* Post-Graduates.

ATTENDANCE, ETC., DURING THE SCHOOL YEAR 1906-1907.

Post-Graduates.

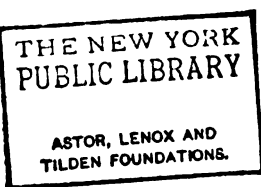
HIGH SCHOOLS.

AGE AT DATE OF FIRST ENROLLMENT DURING THE YEAR.

HIGH SCHOOLS.	Between 11 and 12 years.			Between 12 and 13 years.			Between 13 and 14 years.			Between 14 and 15 years.			Between 15 and 16 years.			Between 16 and 17 years.			Between 17 and 18 years.			Between 18 and 19 years.			Over 19 years of age.			Totals.			
	Boys.		Total.	Boys.		Total.	Boys.		Total.	Boys.		Total.	Boys.		Total.	Boys.		Total.	Boys.		Total.	Boys.		Total.	Boys.		Total.	Boys.		Total.	
	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	
Austin	1	1	2	4	8	12	10	9	19	31	71	102	44	98	142	39	84	123	86	67	153	8	23	31	9	10	19	168	349	517	
Calumet	1	1	2	1	6	7	15	18	33	33	66	89	52	141	193	35	69	104	17	41	58	8	11	19	1	3	8	169	254	423	
Crane, R. T.	1	1	2	1	8	9	75	75	55	215	215	234	294	294	588	280	280	560	103	103	206	62	62	124	22	22	44	1100	1100	2200	
Manual Tr. S.	1	1	2	1	8	9	24	23	57	41	70	117	42	41	83	17	21	38	6	13	19	2	6	8	1	1	2	6	139	186	325
Curth, Geo. W.	1	1	2	1	3	4	29	29	47	105	124	219	108	184	292	184	217	339	45	135	180	35	50	85	22	20	42	418	761	1179	
Englewood	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Hyde Park	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Jefferson	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Lake View	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Lake View	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Lake View	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Manual Tr. S.	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
McDonald	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
McKibbin, Wm.	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Medill	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Phillips, Wm. H.	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
South Chicago	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Tuley, Murray F.	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Waller, Robt. A.	1	1	2	1	3	4	34	39	73	105	123	228	141	188	329	124	203	327	85	132	217	42	65	107	19	38	57	565	800	1355	
Totals	4	4	8	84	84	168	501	501	1101	1101	1101	2202	1174	1174	2348	1174	1174	2348	722	722	1444	321	321	642	175	175	350	570	570	1140	14048

HIGH SCHOOLS. PROMOTIONS DURING THE SCHOOL YEAR 1906-07.

HIGH SCHOOLS.	Ninth to Tenth Grade.			Tenth to Eleventh Grade.			Eleventh to Twelfth Grade.			Graduates.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Austin	46	105	151	32	76	108	21	44	65	21	37	58	120	262	382
Calumet	42	72	114	31	40	71	25	34	59	16	20	36	114	166	280
Crane, R. T., Manual Training	297	.....	297	171	.....	171	144	.....	144	89	.....	89	701	.....	701
Curtis, Geo. Wm.	40	53	93	25	41	66	7	12	19	2	8	10	74	114	188
Englewood	104	202	306	55	123	178	36	82	118	45	91	136	240	498	738
Hyde Park	184	231	415	89	133	222	57	102	159	57	91	148	387	557	944
Jefferson	24	56	80	13	29	42	10	28	38	10	17	27	57	130	187
Lake	68	54	122	35	33	68	7	11	18	8	18	26	118	116	234
Lake View	98	262	360	92	192	284	49	97	146	36	92	128	275	643	918
Manual Training (Hoyne Bldg.) ..	109	.....	109	69	.....	69	.....	.....	.....	.....	.....	.....	178	.....	178
Marshall	31	118	149	21	63	84	18	80	98	17	64	81	87	325	412
McKinley, Wm.	61	170	231	51	134	185	31	86	117	29	55	84	172	445	617
Medill	89	102	191	48	63	111	28	35	63	27	38	65	192	238	430
Phillips, Wendell	121	240	361	69	150	219	75	140	215	28	114	142	293	644	937
South Chicago	45	58	103	27	47	74	17	28	45	10	33	43	99	166	265
Tuley, Murray F.	91	210	301	52	87	139	23	51	74	22	57	79	188	405	593
Waller, Robert A.	67	175	242	40	82	122	28	77	105	44	64	108	179	398	577
	1,517	2,108	3,625	920	1,298	2,218	576	907	1,483	491	799	1,290	3,474	5,107	8,581





ASSEMBLY HALL IN THE HAYT SCHOOL

The Key, Ole A. Thorp, Ogesby, Warren and Lloyd Schools are similar

TOTAL ENROLLMENT IN THE HIGH SCHOOLS—ELEVEN YEARS.

	First Year.			Second Year.			Third Year.			Fourth Year.			Total.	Total.	Per Cent of Boys.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
1896-97	1,264	2,430	3,694	1,039	1,721	2,760	562	1,149	1,711	238	815	1,053	2,723	6,115	8.838
1897-98	1,339	2,616	4,149	858	1,689	2,547	457	1,187	1,644	291	884	1,275	3,139	6,476	9.615
1898-99	1,612	2,947	4,559	825	1,777	2,602	528	1,293	1,821	248	883	1,231	3,213	6,910	10.123
1899-1900	1,598	2,750	4,338	911	1,868	2,779	546	1,255	1,801	322	1,001	1,323	3,307	6,874	10.241
1900-01	1,763	2,721	4,486	979	1,817	2,796	624	1,263	1,917	339	1,024	1,363	3,708	6,857	10.565
1901-02	1,700	2,706	4,406	1,700	1,926	3,626	696	1,276	1,972	404	1,082	1,546	3,930	6,996	10.920
1902-03	1,841	2,805	4,646	1,074	1,796	2,870	598	1,092	1,690	405	963	1,368	3,918	6,626	10.544
1903-04	2,104	2,990	5,154	1,076	1,742	2,818	703	1,094	1,797	351	874	1,225	4,294	8,790	10.994
1904-05	2,619	3,378	5,997	1,273	1,848	3,121	720	1,198	1,918	485	874	1,359	5,097	7,298	12.395
1905-06	2,726	3,810	6,536	1,551	2,027	3,578	902	1,257	2,159	496	900	1,396	5,075	7,994	13.669
1906-07	2,841	3,714	6,555	1,639	2,311	3,950	886	1,219	2,105	537	897	1,434	5,904	8,744	14.048

EVENING SCHOOLS—1906-7.

Of the 17,295 pupils enrolled in the evening schools during the winter, 9,964 were in foreign classes, 3,446 in elementary work, 701 in sewing, 754 in cooking, 704 in manual training, 334 in physical culture, 740 in book-keeping, 773 in stenography and type-writing, 584 in construction drawing, 104 in high school English, 94 in French, 64 in German, 67 in Spanish, 66 in high school algebra, 25 in physics, and 75 in chemistry. The average attendance was 9,790, which was 56.6 per cent of the total enrollment, a slight increase over the previous year. The average number of pupils per teacher per evening was 21.2 in the elementary schools and 17.6 in the high schools.

The nature of the problem which is presented to the evening schools in a city like Chicago may be seen from the appended table giving a summary of the statistics on the nationalities of the pupils in attendance last winter.

While the pupils in elementary classes continue to drop out at a rate which is rather discouraging, the foreign classes show a gratifying steadiness of attendance. It is thought that the work in the foreign classes is being better done from year to year. Evidences are constantly seen of careful study of this special problem on the part of the teachers, and the expenditure of much time in preparation. The foreign pupil who comes to school unable to read, write, or speak English calls for all the resourcefulness of the best teacher. The teacher must take pains to inform herself of the ideas with which he is familiar, so that the words which represent the pupil's ordinary experiences may be introduced at the proper time and in the most effective order. The skilful use of pictures and of actual objects brought into the class-room has been of great assistance along these lines. Gradually the vocabulary of the pupil grows. At all stages the effort of the teacher is directed towards getting the pupil to express himself. After the preliminary period conversation about incidents of current interest appears to be the most effective means. At a later stage story-telling is used to good advantage. Still later many of the best teachers find it possible to bring to the pupils' notice some simple gram-

matical principles which are of much help in straightening out difficulties of expression. Phonic drill in sounds which are hard for the pupils is practiced with good results. This work requires very careful preparation, for each class has its own particular needs. There are rooms in the evening schools where the stress laid by the teacher on correct pronunciation has resulted in an almost entire amending of the pupils' peculiarities of speech.

When pupils come back to school a second or a third year it becomes possible to shift the emphasis from the expression to the subject-matter; in such classes very serious and thoughtful work is often done.

Almost universally a friendly and pleasant community spirit prevails. There is on the part of the teacher a sympathetic regard for the difficulties under which nearly all of the pupils labor, and a respect for the fine qualities which are only obscured by deficiencies in the power of expression. On the part of the pupil there is confidence and appreciation.

**AMOUNT EXPENDED FOR MAINTENANCE OF EVENING
SCHOOLS 1906-7.**

	Expenditures.	Proportion of each \$100.
Salaries of Principals and Teachers.....	\$ 95,046.00	\$ 79.85
Salaries of Engineers and Janitors.....	10,941.13	9.19
Gas and Electric Light.....	8,994.67	7.56
Fuel	3,140.92	2.63
Printing	596.83	.50
Cooking Supplies.....	313.98	.27
Total	\$119,033.53	\$100.00

COST PER PUPIL.

On Total Enrollment.	On Average Attendance.	Cost Per Pupil Per Evening.
\$ 6.88	\$12.16	\$.16 2-10

NATIONALITIES OF EVENING SCHOOL PUPILS.

NATIONALITY.	1905-6.			1906-7.		
	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
Albanian	1	2	3	0	0	0
Armenian	17	4	21	27	5	32
Austrian	261	47	308	308	42	350
Belgian	52	2	54	60	8	68
Bohemian	843	237	1,080	1,241	156	1,397
Bulgarian	2	0	2	0	0	0
Canadian	78	44	122	48	28	76
Chinese	11	0	11	7	1	8
Colored	10	86	96	17	27	44
Croatian	18	0	18	12	0	12
Cuban	0	0	0	19	6	25
Danish	0	0	0	234	40	274
Egyptian	2	0	2	0	0	0
English	112	134	246	115	103	218
Finnish	47	3	50	30	2	32
French	57	29	86	63	28	91
German	1,760	1,477	3,237	1,847	1,195	3,042
Greek	384	18	402	500	23	523
Hollandish	122	13	140	126	24	150
Hungarian	239	31	270	446	32	478
Irish	177	581	758	186	420	606
Italian	1,338	89	1,427	1,273	169	1,442
Japanese	6	0	6	9	1	10
Lithuanian	164	6	170	264	19	283
Manx	0	2	2	0	0	0
Mexican	3	0	3	13	0	13
Norwegian	597	131	728	495	124	619
Persian	0	0	0	6	0	6
Polish	892	354	1,246	1,187	348	1,535
Roumanian	35	2	37	217	63	280
Russian	1,622	177	1,799	2,315	347	2,662
Scotch	48	50	98	40	22	62
Servian	16	1	17	13	1	14
Spanish	47	22	69	18	2	20
Swedish	1,153	238	1,391	1,060	226	1,286
Swiss	30	13	43	39	11	50
Syrian	15	4	19	10	0	10
Turk	0	0	0	2	0	2
Welsh	7	4	11	0	0	0
Totals, foreign	10,166	3,806	13,972	12,247	8,473	20,720
American .....	.....	.....	2,763	.....	.....	2,763
Totals .....	.....	.....	16,735	.....	.....	17,891
Colored .....	.....	.....	121	.....	.....	142

B. T. CRANE HIGH.

ENGLEWOOD HIGH.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American .....	.....	187	187	American .....	.....	.....	135
Albanian .....	.....	.....	.....	Albanian .....	.....	.....	.....
Armenian .....	.....	.....	.....	Armenian .....	.....	.....	.....
Austrian	1	2	3	Austrian	1	1	2
Belgian .....	.....	.....	.....	Belgian .....	.....	.....	.....
Bohemian	4	7	11	Bohemian	2	1	3
Canadian	4	5	9	Canadian	7	1	8
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....
Colored .....	.....	.....	.....	Colored	1	.....	1
Croatian .....	.....	.....	.....	Croatian .....	.....	.....	.....
Danish	2	4	6	Danish	1	2	3
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....
English	7	8	15	English	8	7	15
Finnish .....	.....	.....	.....	Finnish .....	.....	.....	.....
French	4	1	5	French	2	5	7
German	22	36	58	German	17	21	38
Greek .....	.....	.....	.....	Greek	1	.....	1
Hollandish .....	.....	.....	.....	Hollandish	1	2	3
Hungarian .....	.....	1	1	Hungarian .....	.....	1	1
Irish	8	20	28	Irish	12	10	22
Italian .....	.....	1	1	Italian	1	.....	1
Japanese .....	.....	.....	.....	Japanese .....	.....	.....	.....
Lithuanian .....	.....	.....	.....	Lithuanian .....	.....	.....	.....
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....
Mexican .....	.....	.....	.....	Mexican .....	.....	.....	.....
Norwegian	2	3	5	Norwegian	2	1	3
Polish .....	.....	.....	.....	Polish	2	.....	2
Roumanian .....	.....	.....	.....	Roumanian .....	.....	.....	.....
Russian	6	4	10	Russian .....	.....	2	2
Scotch	1	8	9	Scotch	2	3	5
Servian .....	.....	.....	.....	Servian .....	.....	.....	.....
Spanish .....	.....	.....	.....	Spanish .....	.....	.....	.....
Swedish	3	8	11	Swedish	22	6	28
Swiss .....	.....	1	1	Syrian .....	.....	.....	.....
Syrian .....	.....	.....	.....	Swiss	1	1	2
Welsh	1	1	2	Welsh .....	.....	.....	.....
Totals	65	297	362	Total	83	64	282

LAKE HIGH.

MEDILL HIGH.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American		9	60	American			34
Albanian				Albanian			
Armenian				Armenian			
Austrian				Austrian		5	5
Belgian				Belgian		2	2
Bohemian				Bohemian	8	14	22
Canadian				Canadian			
Chinese		1	1	Chinese			
Colored				Colored			
Croatian				Croatian			
Danish				Danish			
Egyptian				Egyptian			
English		3	3	English	1	5	6
Finnish				Finnish			
French		1	1	French	1		1
German	1	7	8	German	11	56	67
Greek				Greek			
Hollandish				Hollandish	3		3
Hungarian				Hungarian		1	1
Irish	3	23	26	Irish	1	12	13
Italian				Italian			
Japanese				Japanese			
Lithuanian				Lithuanian			
Manx				Manx			
Mexican				Mexican			
Norwegian				Norwegian			
Polish		1	1	Polish		1	1
Roumanian				Roumanian	1	1	2
Russian		1	1	Russian	20	22	42
Scotch				Scotch		1	1
Servian				Servian			
Spanish				Spanish			
Swedish				Swedish		3	3
Swiss				Swiss			
Syrian				Syrian			
Welsh				Welsh			
Totals	4	46	101	Totals	47	124	205

PHILLIPS HIGH.

PULLMAN HIGH.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American			246	American			9
Albanian				Albanian			
Armenian				Armenian			
Austrian	1	1	2	Austrian		4	4
Belgian				Belgian		2	2
Bohemian	1	1	2	Bohemian	1		1
Canadian		5	5	Canadian			
Chinese				Chinese			
Colored			27	Colored			
Croatian				Croatian			
Danish		3	3	Danish			
Egyptian				Egyptian			
English	13	6	19	English	3	5	8
Finnish				Finnish		1	1
French	1	1	2	French			
German	30	37	67	German	2	18	20
Greek				Greek			
Hollandish ...	2		2	Hollandish ...	9	3	12
Hungarian ...	1	2	3	Hungarian ...	1		1
Irish	12	19	31	Irish		1	1
Italian				Italian			
Japanese				Japanese			
Lithuanian ...				Lithuanian ...			
Manx				Manx			
Mexican				Mexican			
Norwegian ...	2	2	4	Norwegian ...		1	1
Polish	2		2	Polish	1	4	5
Roumanian ...				Roumanian ...			
Russian	3	2	5	Russian	1	1	2
Scotch	2	5	7	Scotch	1	1	2
Servian				Servian			
Spanish	1	2	3	Spanish			
Swedish	6	4	10	Swedish	1	9	10
Swiss	5		5	Swiss			
Syrian				Syrian			
Welsh				Welsh			
Cuban		1	1	Cuban			
Persian				Persian			
Totals	85	88	446	Totals	20	50	79

SO. CHICAGO HIGH.

TULEY HIGH.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American	52	38	90	American			34
Albanian				Albanian			
Armenian				Armenian			
Austrian	1		1	Austrian	4	3	7
Belgian				Belgian			
Bohemian				Bohemian		3	3
Canadian	1		1	Canadian			
Chinese				Chinese			
Colored				Colored			
Croatian				Croatian			
Danish	1		1	Danish	3	7	10
Egyptian				Egyptian			
English	1	1	2	English	3	1	4
Finnish				Finnish			
French				French			
German	5	1	6	German	19	56	75
Greek				Greek			
Hollandish ..				Hollandish ..		1	1
Hungarian ...				Hungarian ...	3	1	4
Irish	3		3	Irish		5	5
Italian				Italian			
Japanese				Japanese			
Lithuanian ..				Lithuanian ..			
Manx				Manx			
Mexican				Mexican			
Norwegian ...		1	1	Norwegian ...	4	25	29
Polish	1		1	Polish	2	2	4
Roumanian ...				Roumanian ...			
Russian				Russian	9	7	16
Scotch				Scotch	1	1	2
Servian				Servian			
Spanish				Spanish			
Swedish	3	4	7	Swedish	6	14	20
Swiss				Swiss		1	1
Syrian				Syrian			
Welsh	1		1	Welsh			
Cuban				Cuban			
Persian				Persian			
Totals	69	45	114	Totals	54	127	215

WALLER HIGH.

BURLEY.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American .....	.....	.....	85	American	11	45	56
Albanian .....	.....	.....	.....	Albanian .....	.....	.....	.....
Armenian .....	.....	.....	.....	Armenian .....	.....	1	1
Austrian .....	.....	1	1	Austrian .....	.....	.....	.....
Belgian .....	.....	.....	.....	Belgian .....	.....	3	3
Bohemian	1	.....	1	Bohemian	1	3	4
Canadian	2	.....	2	Canadian	2	2	4
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....
Colored .....	.....	.....	.....	Colored .....	.....	.....	.....
Croatian .....	.....	.....	.....	Croatian .....	.....	.....	.....
Danish .....	.....	1	1	Danish	3	1	4
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....
English	1	5	6	English	1	1	2
Finnish .....	.....	.....	.....	Finnish .....	.....	1	1
French	3	.....	3	French .....	.....	.....	.....
German	23	97	120	German	101	70	171
Greek .....	.....	.....	.....	Greek .....	.....	.....	.....
Hollandish ..	.....	.....	.....	Hollandish ..	2	.....	2
Hungarian ...	1	1	2	Hungarian ...	5	.....	5
Irish	2	11	13	Irish	6	5	11
Italian .....	.....	2	2	Italian	1	.....	1
Japanese .....	.....	.....	.....	Japanese .....	.....	.....	.....
Lithuanian ...	1	.....	1	Lithuanian ...	.....	.....	.....
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....
Mexican .....	.....	.....	.....	Mexican .....	.....	.....	.....
Norwegian ...	.....	2	2	Norwegian ...	14	4	18
Polish .....	.....	.....	.....	Polish	7	.....	7
Roumanian ..	.....	.....	.....	Roumanian ..	.....	.....	.....
Russian .....	.....	.....	.....	Russian	3	.....	3
Scotch	1	.....	1	Scotch	1	1	2
Servian .....	.....	.....	.....	Servian .....	.....	.....	.....
Spanish .....	.....	.....	.....	Spanish .....	.....	.....	.....
Swedish	9	15	24	Swedish	133	44	177
Swiss .....	.....	1	1	Swiss	2	.....	2
Syrian .....	.....	.....	.....	Syrian .....	.....	.....	.....
Welsh .....	.....	.....	.....	Welsh .....	.....	.....	.....
Cuban .....	.....	.....	.....	Cuban .....	.....	.....	.....
Persian .....	.....	.....	.....	Persian .....	.....	.....	.....
Totals	44	136	265	Totals	293	181	474

BURE.

CHASE.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American			33	American		21	21
Albanian				Albanian			
Armenian				Armenian			
Austrian	28	2	30	Austrian	3		3
Belgian				Belgian	4		4
Bohemian	2		2	Bohemian	1		1
Canadian				Canadian			
Chinese				Chinese			
Colored				Colored			
Croatian				Croatian			
Danish		1	1	Danish	40	5	45
Egyptian				Egyptian			
English	1	1	2	English		5	5
Finnish				Finnish		2	2
French	3		3	French		2	2
German	90	102	192	German	41	50	91
Greek				Greek	1		1
Hollandish	1		1	Hollandish	5	4	9
Hungarian	7		7	Hungarian	19		19
Irish	4	14	18	Irish	1		1
Italian		1	1	Italian		1	1
Japanese				Japanese			
Lithuanian	21		21	Lithuanian			
Manx				Manx			
Mexican	1		1	Mexican			
Norwegian	3		3	Norwegian	75	18	93
Polish	123	152	275	Polish	3		3
Roumanian	1		1	Roumanian			
Russian	161	9	170	Russian	23	1	24
Scotch				Scotch		1	1
Servian				Servian			
Spanish	1		1	Spanish			
Swedish	2	3	5	Swedish	33	6	39
Swiss		1	1	Swiss	2	1	3
Syrian				Syrian			
Welsh				Welsh	1		1
Cuban				Cuban			
Persian				Persian			
Totals	449	286	768	Totals	253	115	368

CRANE ELEM.

DANTE.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American .....	.....	101	101	American .....	.....	.....	.....
Albanian .....	.....	.....	.....	Albanian .....	.....	.....	.....
Armenian	4	.....	4	Armenian .....	.....	.....	.....
Austrian	3	.....	3	Austrian	4	.....	4
Belgian	1	.....	1	Belgian .....	.....	.....	.....
Bohemian	9	.....	9	Bohemian	1	.....	1
Canadian	14	2	16	Canadian .....	.....	.....	.....
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....
Colored .....	.....	2	2	Colored .....	.....	.....	.....
Croatian	2	.....	2	Croatian .....	.....	.....	.....
Danish	23	.....	23	Danish .....	.....	.....	.....
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....
English	6	2	8	English .....	.....	.....	.....
Finnish	1	.....	1	Finnish .....	.....	.....	.....
French	6	.....	6	French	1	.....	1
German	91	11	102	German	7	.....	7
Greek	14	.....	14	Greek	63	.....	63
Hollandish ...	5	1	6	Hollandish ...	.....	.....	.....
Hungarian ...	21	.....	21	Hungarian ...	.....	.....	.....
Irish	18	10	28	Irish	1	3	4
Italian	11	.....	11	Italian	518	44	562
Japanese .....	.....	.....	.....	Japanese .....	.....	.....	.....
Lithuanian ..	.....	.....	.....	Lithuanian ...	.....	.....	.....
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....
Mexican	3	.....	3	Mexican .....	.....	.....	.....
Norwegian ...	16	.....	16	Norwegian ...	.....	.....	.....
Polish .....	.....	.....	.....	Polish	1	.....	1
Roumanian ..	.....	.....	.....	Roumanian ...	.....	.....	.....
Russian	55	1	56	Russian	2	.....	2
Scotch	1	.....	1	Scotch	1	.....	1
Servian .....	.....	.....	.....	Servian .....	.....	.....	.....
Spanish .....	.....	.....	.....	Spanish	1	.....	1
Swedish	18	.....	18	Swedish .....	.....	.....	.....
Swiss	1	1	2	Swiss .....	.....	.....	.....
Syrian .....	.....	.....	.....	Syrian	2	.....	2
Welsh	3	.....	3	Welsh .....	.....	.....	.....
Cuban .....	.....	.....	.....	Cuban .....	.....	.....	.....
Persian	2	.....	2	Persian .....	.....	.....	.....
Totals	328	131	459	Totals	602	47	649

ENGLEWOOD ELEM.

FOSTER.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American ....	.....	1	98	American ....	.....	87	87
Albanian ....	.....	.....	.....	Albanian ....	.....	.....	.....
Armenian ....	.....	.....	.....	Armenian ....	.....	.....	.....
Austrian	5	.....	5	Austrian	11	2	13
Belgian ....	.....	.....	.....	Belgian	9	.....	9
Bohemian	2	.....	2	Bohemian	49	27	76
Canadian	3	2	5	Canadian ....	.....	.....	.....
Chinese ....	.....	.....	.....	Chinese ....	.....	.....	.....
Colored	11	5	16	Colored ....	.....	.....	.....
Croatian ....	.....	.....	.....	Croatian	2	.....	2
Danish	20	1	21	Danish ....	.....	.....	.....
Egyptian ....	.....	.....	.....	Egyptian ....	.....	.....	.....
English	7	9	16	English ....	.....	.....	.....
Finnish ....	.....	.....	.....	Finnish ....	.....	.....	.....
French	2	2	4	French ....	.....	.....	.....
German	63	17	80	German	17	4	21
Greek	22	.....	22	Greek	3	.....	3
Hollandish ...	32	.....	32	Hollandish ...	.....	.....	.....
Hungarian ...	2	.....	2	Hungarian ...	33	5	38
Irish	20	11	31	Irish ....	.....	.....	.....
Italian	4	.....	4	Italian	29	4	33
Japanese	3	1	4	Japanese ....	.....	.....	.....
Lithuanian ...	5	.....	5	Lithuanian ...	5	.....	5
Manx ....	.....	.....	.....	Manx ....	.....	.....	.....
Mexican ....	.....	.....	.....	Mexican ....	.....	.....	.....
Norwegian ...	21	3	24	Norwegian ...	.....	.....	.....
Polish	1	.....	1	Polish	57	5	62
Roumanian ...	.....	.....	.....	Roumanian ...	.....	.....	.....
Russian	7	.....	7	Russian	446	125	571
Scotch	4	5	9	Scotch ....	.....	.....	.....
Servian ....	.....	.....	.....	Servian ....	.....	.....	.....
Spanish	1	.....	1	Spanish ....	.....	.....	.....
Swedish	209	11	220	Swedish ....	.....	.....	.....
Swiss	2	.....	2	Swiss	2	.....	2
Syrian ....	.....	.....	.....	Syrian ....	.....	.....	.....
Welsh	2	.....	2	Welsh ....	.....	.....	.....
Totals	678	41	719	Totals	663	259	922

FRANKLIN.

FROEBEL.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American .....	.....	.....	46	American	3	.....	27
Albanian .....	.....	.....	.....	Albanian ....	.....	.....	.....
Armenian	2	.....	2	Armenian ....	.....	.....	.....
Austrian	17	.....	17	Austrian	16	5	21
Belgian	1	.....	1	Belgian	1	.....	1
Bohemian	7	.....	7	Bohemian	72	14	86
Canadian	2	1	3	Canadian .....	.....	.....	.....
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....
Colored	1	.....	6	Colored .....	.....	.....	.....
Croatian .....	.....	.....	.....	Croatian .....	.....	.....	.....
Danish	9	.....	9	Danish	1	2	3
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....
English	2	4	6	English .....	.....	.....	.....
Finnish	23	.....	23	Finnish .....	.....	.....	.....
French	2	2	4	French	1	.....	1
German	180	65	245	German	76	57	133
Greek	16	.....	16	Greek	2	.....	2
Hollandish ...	3	1	4	Hollandish ...	.....	.....	.....
Hungarian ...	28	.....	28	Hungarian ...	2	.....	2
Irish	15	16	31	Irish	1	6	7
Italian	148	18	166	Italian	6	.....	6
Japanese	1	.....	1	Japanese .....	.....	.....	.....
Lithuanian ...	1	.....	1	Lithuanian ..	37	3	40
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....
Mexican .....	.....	.....	.....	Mexican .....	.....	.....	.....
Norwegian ...	13	.....	13	Norwegian ...	.....	1	1
Polish	4	.....	4	Polish	72	7	79
Roumanian ..	1	.....	1	Roumanian ...	.....	.....	.....
Russian	11	4	15	Russian	8	.....	8
Scotch .....	.....	2	2	Scotch .....	.....	.....	.....
Servian	1	.....	1	Servian .....	.....	.....	.....
Spanish	10	.....	10	Spanish .....	.....	.....	.....
Swedish	241	21	262	Swedish	47	5	52
Swiss	6	.....	6	Swiss .....	.....	1	1
Syrian	1	.....	1	Syrian .....	.....	.....	.....
Welsh	1	.....	1	Welsh .....	.....	.....	.....
Totals	765	134	950	Totals	345	101	470

GARFIELD.

HAMLINE.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American .....	.....	6	6	American .....	.....	.....	57
Albanian .....	.....	.....	.....	Albanian .....	.....	.....	.....
Armenian .....	.....	.....	.....	Armenian .....	.....	.....	.....
Austrian	10	.....	10	Austrian	5	2	7
Belgian	2	.....	2	Belgian .....	.....	.....	.....
Bohemian	14	.....	14	Bohemian	69	31	100
Canadian .....	.....	.....	.....	Canadian .....	.....	.....	.....
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....
Colored .....	.....	.....	.....	Colored .....	.....	.....	.....
Croatian	1	.....	1	Croatian .....	.....	.....	.....
Danish .....	.....	.....	.....	Danish	1	.....	1
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....
English	3	.....	3	English .....	.....	9	9
Finnish .....	.....	.....	.....	Finnish .....	.....	.....	.....
French	1	1	2	French .....	.....	.....	.....
German	11	4	15	German	56	34	90
Greek	4	.....	4	Greek	2	.....	2
Hollandish .....	.....	.....	.....	Hollandish	1	.....	1
Hungarian ...	18	.....	18	Hungarian ...	9	2	11
Irish .....	.....	1	1	Irish	18	26	44
Italian	16	.....	16	Italian	9	.....	9
Japanese .....	.....	.....	.....	Japanese .....	.....	.....	.....
Lithuanian ...	41	.....	41	Lithuanian ...	39	4	43
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....
Mexican .....	.....	.....	.....	Mexican .....	.....	.....	.....
Norwegian .....	.....	.....	.....	Norwegian .....	.....	.....	.....
Polish	33	.....	33	Polish	2	.....	2
Roumanian ...	16	.....	16	Roumanian ...	164	59	223
Russian	508	29	537	Russian	47	.....	47
Scotch .....	.....	.....	.....	Scotch .....	.....	.....	.....
Servian .....	.....	.....	.....	Servian	1	.....	1
Spanish .....	.....	.....	.....	Spanish .....	.....	.....	.....
Swedish .....	.....	.....	.....	Swedish .....	.....	.....	.....
Swiss .....	.....	.....	.....	Swiss .....	.....	.....	.....
Syrian .....	.....	.....	.....	Syrian	1	.....	1
Welsh .....	.....	.....	.....	Welsh .....	.....	.....	.....
Totals	678	41	719	Totals	424	167	648

HAMMOND.

HARRISON.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American		92	92	American		2	54
Albanian				Albanian			
Armenian				Armenian			
Austrian	14		14	Austrian	41		41
Belgian				Belgian	12		12
Bohemian	203	2	205	Bohemian	3	1	4
Canadian				Canadian			
Chinese				Chinese			
Colored				Colored		4	4
Croatian				Croatian	2		2
Danish		1	1	Danish	2	4	6
Egyptian				Egyptian			
English				English	1	1	2
Finnish				Finnish	2		2
French				French	2		2
German	27	6	33	German	39	20	59
Greek				Greek	1		1
Hollandish				Hollandish			
Hungarian ...	5		5	Hungarian ...	4		4
Irish	1	1	2	Irish	5	5	10
Italian				Italian	60	5	65
Japanese				Japanese			
Lithuanian ...	1		1	Lithuanian ...			
Manx				Manx			
Mexican				Mexican			
Norwegian ...	6	1	7	Norwegian ...	2		2
Polish	20	24	44	Polish			
Roumanian ...				Roumanian ...			
Russian	8		8	Russian	16		16
Scotch				Scotch	3		3
Servian	2		2	Servian			
Spanish	1		1	Spanish			
Swedish	27	2	29	Swedish	12	1	13
Swiss				Swiss			
Syrian				Syrian			
Welsh				Welsh			
Totals	315	129	444	Totals	207	43	302

JIRKA.

JONES.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American				American		5	5
Albanian				Albanian			
Armenian	3		3	Armenian	1		1
Austrian	5		5	Austrian	5		5
Belgian				Belgian			
Bohemian	563		563	Bohemian	4		4
Canadian				Canadian	1		1
Chinese				Chinese	7		7
Colored				Colored		20	20
Croatian	2		2	Croatian			
Danish				Danish			
Egyptian				Egyptian			
English				English	2		2
Finnish				Finnish			
French				French	3	1	4
German	12		12	German	38		38
Greek				Greek	41	23	64
Hollandish				Hollandish	2		2
Hungarian				Hungarian	3		3
Irish				Irish		2	2
Italian				Italian	167	38	205
Japanese				Japanese			
Lithuanian	8		8	Lithuanian	1	3	4
Manx				Manx			
Mexican				Mexican	6		6
Norwegian				Norwegian			
Polish	24		24	Polish	4	1	5
Roumanian				Roumanian			
Russian				Russian	8	2	10
Scotch				Scotch			
Servian				Servian			
Spanish				Spanish	1		1
Swedish				Swedish	2		2
Swiss				Swiss	3		3
Syrian				Syrian	6		6
Welsh				Welsh			
Cuban				Cuban			
Persian				Persian			
Peruvian				Peruvian			
Turk				Turk			
Totals	617		617	Totals	305	95	400

LAKE ELEM.

McALLISTER.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American .....	.....	15	38	American	19	37	56
Albanian .....	.....	.....	.....	Albanian .....	.....	.....	.....
Armenian .....	.....	.....	.....	Armenian	1	.....	1
Austrian	5	.....	5	Austrian	12	.....	12
Belgian .....	.....	.....	.....	Belgian	7	.....	7
Bohemian	1	.....	1	Bohemian	11	3	14
Canadian	1	.....	1	Canadian .....	.....	.....	.....
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....
Colored .....	.....	.....	.....	Colored .....	.....	.....	.....
Croatian .....	.....	.....	.....	Croatian .....	.....	.....	.....
Danish	1	.....	1	Danish	2	.....	2
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....
English	4	2	6	English .....	.....	3	3
Finnish .....	.....	.....	.....	Finnish .....	.....	.....	.....
French .....	.....	1	1	French .....	.....	3	3
German	5	11	16	German	35	42	77
Greek	15	.....	15	Greek	4	.....	4
Hollandish .....	.....	.....	.....	Hollandish ..	3	.....	3
Hungarian .....	.....	.....	.....	Hungarian ...	3	.....	3
Irish	9	33	42	Irish	9	75	84
Italian .....	.....	.....	.....	Italian .....	.....	.....	.....
Japanese .....	.....	.....	.....	Japanese .....	.....	.....	.....
Lithuanian ...	4	.....	4	Lithuanian ...	46	9	55
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....
Mexican .....	.....	.....	.....	Mexican .....	.....	.....	.....
Norwegian ...	.....	.....	.....	Norwegian ...	.....	.....	.....
Polish .....	.....	.....	.....	Polish	55	18	73
Roumanian ...	.....	.....	.....	Roumanian ...	.....	.....	.....
Russian	1	.....	1	Russian	22	48	70
Scotch .....	.....	1	1	Scotch .....	.....	2	2
Servian .....	.....	.....	.....	Servian .....	.....	.....	.....
Spanish .....	.....	.....	.....	Spanish .....	.....	.....	.....
Swedish .....	.....	.....	.....	Swedish	1	4	5
Swiss .....	.....	.....	.....	Swiss .....	.....	.....	.....
Syrian .....	.....	.....	.....	Syrian .....	.....	.....	.....
Welsh .....	.....	.....	.....	Welsh .....	.....	.....	.....
Cuban .....	.....	.....	.....	Cuban .....	.....	.....	.....
Persian .....	.....	.....	.....	Persian .....	.....	.....	.....
Peruvian .....	.....	.....	.....	Peruvian .....	.....	.....	.....
Turk .....	.....	.....	.....	Turk .....	.....	.....	.....
Totals	46	63	132	Totals	230	244	474

MEDILL ELEM.

PHILLIPS ELEM.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American	41	.....	.....	American .....	.....	.....	67
Albanian .....	.....	.....	.....	Albanian .....	.....	.....	.....
Armenian .....	.....	.....	.....	Armenian .....	.....	.....	.....
Austrian	16	3	19	Austrian	5	.....	5
Belgian	3	.....	3	Belgian .....	.....	.....	.....
Bohemian	7	5	12	Bohemian	6	7	13
Canadian .....	.....	1	1	Canadian	5	2	7
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....
Colored .....	.....	.....	.....	Colored .....	.....	.....	66
Croatian .....	.....	.....	.....	Croatian .....	.....	.....	.....
Danish .....	.....	.....	.....	Danish	20	.....	20
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....
English .....	.....	.....	.....	English	39	5	44
Finnish .....	.....	.....	.....	Finnish .....	.....	.....	.....
French	3	.....	3	French	5	1	6
German	30	34	64	German	75	48	123
Greek	8	.....	8	Greek	5	.....	5
Hollandish ...	14	1	15	Hollandish ...	2	.....	2
Hungarian ...	9	.....	9	Hungarian ...	12	.....	12
Irish	3	13	16	Irish	15	38	53
Italian	1	.....	1	Italian	4	.....	4
Japanese .....	.....	.....	.....	Japanese .....	.....	.....	.....
Lithuanian ...	.....	.....	.....	Lithuanian ...	.....	.....	.....
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....
Mexican .....	.....	.....	.....	Mexican	1	.....	1
Norwegian ...	.....	.....	.....	Norwegian ...	15	6	21
Polish	3	.....	3	Polish	2	.....	2
Roumanian ...	16	3	19	Roumanian ...	.....	.....	.....
Russian	359	15	374	Russian	21	8	29
Scotch .....	.....	.....	.....	Scotch	2	4	6
Servian .....	.....	.....	.....	Servian .....	.....	.....	.....
Spanish .....	.....	.....	.....	Spanish	1	.....	1
Swedish .....	.....	.....	.....	Swedish	51	15	66
Swiss .....	.....	.....	.....	Swiss	2	.....	2
Syrian .....	.....	.....	.....	Syrian .....	.....	.....	.....
Welsh .....	.....	.....	.....	Welsh .....	.....	.....	.....
Cuban .....	.....	.....	.....	Cuban	1	4	5
Persian .....	.....	.....	.....	Persian	1	.....	1
Peruvian .....	.....	.....	.....	Peruvian	1	.....	1
Turk .....	.....	.....	.....	Turk .....	.....	.....	.....
Totals	472	75	588	Totals	291	138	563

PULLMAN.

SCAMMON.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American .....	.....	.....	20	American .....	.....	.....	81
Albanian .....	.....	.....	.....	Albanian .....	.....	.....	.....
Armenian .....	.....	.....	.....	Armenian	3	.....	3
Austrian	10	.....	10	Austrian	7	.....	7
Belgian	1	.....	1	Belgian	1	.....	1
Bohemian	3	4	7	Bohemian	3	1	4
Canadian .....	.....	1	1	Canadian	3	1	4
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....
Colored .....	.....	.....	.....	Colored .....	.....	.....	.....
Croatian .....	.....	.....	.....	Croatian .....	.....	.....	.....
Danish	15	.....	15	Danish	4	1	5
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....
English	2	4	6	English	2	1	3
Finnish .....	.....	.....	.....	Finnish .....	.....	.....	.....
French	1	.....	1	French	7	1	8
German	39	21	60	German	27	12	39
Greek	22	.....	22	Greek	167	.....	167
Hollandish	27	8	35	Hollandish .....	.....	.....	.....
Hungarian	41	6	47	Hungarian	7	.....	7
Irish	1	4	5	Irish	8	17	25
Italian	15	1	16	Italian	29	4	33
Japanese .....	.....	.....	.....	Japanese	2	.....	2
Lithuanian	11	.....	11	Lithuanian .....	.....	.....	.....
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....
Mexican .....	.....	.....	.....	Mexican	1	.....	1
Norwegian	20	2	22	Norwegian	6	.....	6
Polish	25	2	27	Polish .....	.....	1	1
Roumanian	1	.....	1	Roumanian	10	.....	10
Russian	9	1	10	Russian	32	8	40
Scotch .....	.....	2	2	Scotch .....	.....	1	1
Servian .....	.....	.....	.....	Servian .....	.....	.....	.....
Spanish .....	.....	.....	.....	Spanish	1	.....	1
Swedish	73	14	87	Swedish	5	1	6
Swiss .....	.....	.....	.....	Swiss	1	.....	1
Syrian .....	.....	.....	.....	Syrian .....	.....	.....	.....
Welsh .....	.....	1	1	Welsh .....	.....	.....	.....
Cuban .....	.....	.....	.....	Cuban .....	.....	.....	.....
Persian .....	.....	.....	.....	Persian .....	.....	.....	.....
Peruvian .....	.....	.....	.....	Peruvian .....	.....	.....	.....
Turk	1	.....	1	Turk	1	.....	1
Totals	317	71	408	Totals	327	49	457

SO. CHICAGO ELEM.

THOMAS.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American		44	44	American		59	59
Albanian				Albanian			
Armenian				Armenian			
Austrian	7		7	Austrian			
Belgian				Belgian	13		13
Bohemian	6		6	Bohemian			
Canadian		4	4	Canadian			
Chinese				Chinese			
Colored				Colored			
Croatian	1		1	Croatian	2		2
Danish				Danish	1		1
Egyptian				Egyptian			
English	1	6	7	English	1		1
Finnish				Finnish	2		2
French				French	1		1
German	22	18	40	German	79		79
Greek	1		1	Greek	12		12
Hollandish	2		2	Hollandish			
Hungarian ...	5		5	Hungarian ...	11		11
Irish		5	5	Irish	1		1
Italian	4		4	Italian	4		4
Japanese	1		1	Japanese			
Lithuanian ...	5		5	Lithuanian ...			
Manx				Manx			
Mexican				Mexican			
Norwegian ...	1		1	Norwegian ...			
Polish	14	5	19	Polish	25		25
Roumanian				Roumanian			
Russian	10	3	13	Russian			
Scotch				Scotch			
Servian	1		1	Servian	8		8
Spanish				Spanish			
Swedish	23	14	37	Swedish	9		9
Swiss				Swiss			
Syrian				Syrian			
Welsh				Welsh			
Cuban				Persian			
Persian				Cuban			
Totals	104	99	203	Totals	169	59	228

TULEY ELEM.

WALLER ELEM.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.		Total.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American .....	.....	.....	19	American .....	.....	19	.....	47
Albanian .....	.....	.....	.....	Albanian .....	.....	.....	.....	.....
Armenian .....	.....	.....	.....	Armenian	1	.....	.....	1
Austrian	16	2	18	Austrian	13	.....	.....	13
Belgian .....	.....	.....	.....	Belgian	2	.....	.....	2
Bohemian	4	1	5	Bohemian	4	.....	.....	4
Canadian	1	.....	1	Canadian .....	.....	.....	.....	.....
Chinese .....	.....	.....	.....	Chinese .....	.....	.....	.....	.....
Colored .....	.....	.....	.....	Colored .....	.....	.....	.....	.....
Croatian .....	.....	.....	.....	Croatian .....	.....	.....	.....	.....
Danish	53	4	57	Danish	4	.....	.....	4
Egyptian .....	.....	.....	.....	Egyptian .....	.....	.....	.....	.....
English	3	1	4	English	1	3	.....	4
Finnish .....	.....	.....	.....	Finnish	1	.....	.....	1
French	2	.....	2	French	4	.....	.....	4
German	50	15	65	German	192	41	.....	233
Greek .....	.....	.....	.....	Greek	5	.....	.....	5
Hollandish ...	3	.....	3	Hollandish ...	1	.....	.....	1
Hungarian	34	2	36	Hungarian ...	19	.....	.....	19
Irish	2	4	6	Irish	1	2	.....	3
Italian	1	.....	1	Italian .....	.....	.....	.....	.....
Japanese .....	.....	.....	.....	Japanese	2	.....	.....	2
Lithuanian ...	.....	.....	.....	Lithuanian ...	.....	.....	.....	.....
Manx .....	.....	.....	.....	Manx .....	.....	.....	.....	.....
Mexican .....	.....	.....	.....	Mexican	1	.....	.....	1
Norwegian ...	135	5	140	Norwegian ...	2	.....	.....	2
Polish	4	.....	4	Polish	1	.....	.....	1
Roumanian ...	2	.....	2	Roumanian ...	3	.....	.....	3
Russian	168	4	172	Russian	39	.....	.....	39
Scotch .....	.....	2	2	Scotch .....	.....	.....	.....	.....
Servian .....	.....	1	1	Servian .....	.....	.....	.....	.....
Spanish .....	.....	.....	.....	Spanish .....	.....	.....	.....	.....
Swedish	28	2	30	Swedish	30	.....	.....	30
Swiss .....	.....	1	1	Swiss	8	.....	.....	8
Syrian .....	.....	.....	.....	Syrian .....	.....	.....	.....	.....
Welsh .....	.....	.....	.....	Welsh .....	.....	.....	.....	.....
Persian .....	.....	.....	.....	Persian .....	.....	.....	.....	.....
Cuban .....	.....	.....	.....	Cuban .....	.....	.....	.....	.....
Totals	506	44	569	Totals	335	65	.....	428

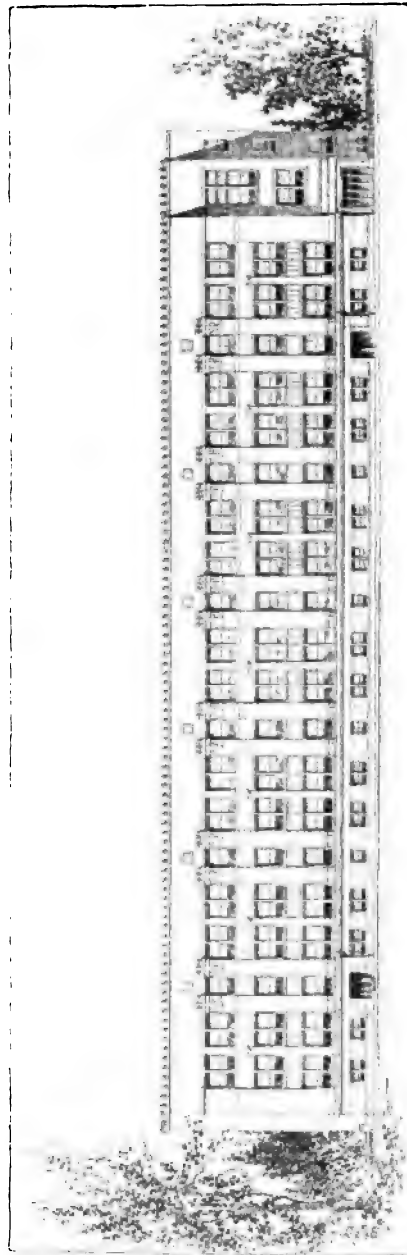
WALSH.

WASHINGTON.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, both parents foreign-born.	Total.
American			48	American		41	47
Albanian				Albanian			
Armenian				Armenian	17		17
Austrian	7	6	13	Austrian	3	1	4
Belgian				Belgian			
Bohemian	109	21	130	Bohemian			
Canadian		1	1	Canadian			
Chinese				Chinese			
Colored				Colored			
Croatian				Croatian			
Danish				Danish	26	3	29
Egyptian				Egyptian			
English				English		1	1
Finnish				Finnish			
French	1		1	French	5	3	8
German	33	23	56	German	95	33	128
Greek	27		27	Greek	62		62
Hollandish				Hollandish ...	6	1	7
Hungarian ...	6	6	12	Hungarian ...	17		17
Irish		8	8	Irish	4	18	22
Italian				Italian	243	43	286
Japanese				Japanese			
Lithuanian ...	37		37	Lithuanian ...			
Manx				Manx			
Mexican				Mexican			
Norwegian ...				Norwegian ...	152	30	182
Polish	7	7	14	Polish	203	57	260
Roumanian ...				Roumanian ...			
Russian	20	1	21	Russian	24	3	27
Scotch				Scotch			
Servian				Servian			
Spanish				Spanish			
Swedish	1	1	2	Swedish	47	15	62
Swiss				Swiss	1		1
Syrian				Syrian			
Welsh				Welsh			
Persian				Persian	3		3
Cuban				Cuban			
Totals	248	74	370	Totals	912	251	1170

THE NEW YORK
PUBLIC LIBRARY

ASTOR, LENOX AND
TILDEN FOUNDATIONS



ELIHU B. WASHBURN ELEMNTARY SCHOOL
Barber Street Between Jefferson and Union Streets

WELLS.

NATIONALITY.	Foreign-born, both parents foreign-born.	Native-born, foreign-born. foreign-born.	Total.	NATIONALITY.	Foreign-born, both parents both parents	Native-born, both parents foreign-born.	Total.
American .....	.....	.....	82	Italian	2	7	9
Albanian .....	.....	.....	.....	Japanese .....	.....	.....	.....
Armenian .....	.....	.....	.....	Lithuanian ...	1	.....	1
Austrian	32	2	34	Manx .....	.....	.....	.....
Belgian	3	1	4	Mexican .....	.....	.....	.....
Bohemian	70	10	80	Norwegian ...	4	19	23
Canadian	2	.....	2	Polish	489	61	550
Chinese .....	.....	.....	.....	Roumanian ...	2	.....	2
Colored .....	.....	.....	.....	Russian	268	46	314
Croatian .....	.....	.....	.....	Scotch	2	.....	2
Danish	2	.....	2	Servian .....	.....	.....	.....
Egyptian .....	.....	.....	.....	Spanish .....	.....	.....	.....
English	2	4	6	Swedish	18	4	22
Finnish .....	.....	.....	.....	Swiss	3	2	5
French	3	3	6	Syrian .....	.....	.....	.....
German	186	128	314	Welsh .....	.....	.....	.....
Greek	3	.....	3	Persian .....	.....	.....	.....
Hollandish ...	2	2	4	Cuban .....	.....	1	1
Hungarian ...	120	4	124				
Irish	2	2	4	Totals	1216	296	1594

SCHOOLS.	Number of Evenings in Session.	TEACHERS.		PUPILS.											
		Total Number Employed.	Total Number of Instructions.	Total Enrollment.		Total Number of Evenings' Attendance.		Average Attendance per Evening for Entire Session.		Average No. of Evenings for Each Pupil Enrolled.					
				Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
Crane High	76	16	1,127	281	81	362	16,315	5,084	21,399	214.7	68.9	281.6	58.1	62.3	69.1
Englewood High	76	14	878	184	98	282	8,700	4,086	12,786	114.4	53.7	168.2	47.3	41.8	46.3
Lake High	65	6	247	93	8	101	2,877	281	3,158	44.2	4.3	48.5	30.9	35.1	31.2
Medill High	76	8	567	147	53	205	6,466	3,973	10,439	85.0	52.3	137.3	44.0	68.5	60.9
Phillips High	76	13	1,025	270	176	446	10,711	3,904	14,615	140.9	117.1	258.0	39.6	60.6	44.0
Pullman High	76	4	259	66	13	79	2,701	418	3,209	36.7	5.5	42.2	42.3	32.1	40.6
So. Chicago High	76	4	326	99	15	114	3,912	618	4,530	52.2	8.9	61.1	40.1	45.2	40.8
Tuley High	76	10	546	165	60	215	6,652	2,676	9,328	87.5	35.2	122.7	40.3	53.3	43.4
Waller High	76	11	659	184	81	265	8,948	5,438	14,386	117.7	71.5	189.2	48.6	67.1	54.3
ELEMENTARY.															
Burley	76	16	1,039	328	146	474	15,332	6,509	21,871	202.1	85.7	287.8	46.8	44.5	46.1
Burr	76	23	1,576	531	237	768	23,249	10,033	33,302	305.9	132.3	438.2	43.4	40.8	43.6
Chase	76	13	868	289	79	368	12,849	8,233	16,072	169.0	42.4	211.4	44.4	40.8	43.6
Crane	76	11	767	334	105	439	13,694	8,862	17,556	180.2	50.8	231.0	38.7	38.8	38.3
Dante	76	19	1,249	632	17	649	26,246	1,029	26,272	332.2	13.5	345.7	40.0	60.4	40.5
Englewood	76	18	1,035	374	239	613	14,821	6,855	21,706	195.0	90.6	285.6	39.6	28.8	35.4
Foster	76	27	2,088	619	303	922	35,796	16,072	51,867	471.0	211.5	682.5	67.8	63.0	67.3
Franklin	76	32	1,989	787	183	960	32,843	7,905	40,748	432.1	104.0	536.1	42.8	42.2	42.9
Froebel	76	14	1,042	374	96	470	16,740	4,568	21,308	220.3	60.1	280.4	44.7	47.6	45.3
Garfield	76	30	2,133	498	223	721	29,949	11,648	41,597	389.1	153.2	547.3	60.1	62.2	67.7
Hamline	76	17	1,062	466	182	648	15,615	4,830	20,445	205.5	63.5	269.0	33.5	26.5	31.5
Hammond	76	17	1,021	333	61	444	18,000	2,326	20,326	236.6	30.6	267.4	47.0	38.1	45.8
Harrison	76	12	720	259	43	302	11,276	1,508	12,784	148.4	19.8	166.2	43.5	36.1	42.3
Jirka	76	19	1,105	452	165	617	18,731	5,817	24,548	247.1	76.5	323.6	41.5	35.3	39.9
Jones	76	9	653	370	80	400	11,450	992	12,442	150.7	13.0	163.7	30.9	33.1	31.1
Lake	65	6	233	88	44	132	3,043	1,415	4,458	46.8	21.8	68.6	34.6	32.1	33.8
McAllister	76	12	898	290	184	474	20,412	1,126	21,538	156.4	67.5	223.9	41.0	27.9	35.9
Medill	76	17	1,220	398	190	588	10,320	3,732	14,052	208.6	136.8	345.4	51.3	54.3	62.3
Phillips	76	15	1,077	336	173	509	15,724	10,980	26,663	206.9	143.9	350.8	40.7	62.1	47.4
Pullman	76	12	789	343	65	408	13,274	2,265	15,539	174.6	29.8	204.4	38.7	34.3	36.1
Scammon	76	16	1,142	379	78	457	16,217	3,675	19,892	213.4	48.2	261.6	42.8	47.1	48.5
So. Chicago	76	7	392	111	62	203	6,399	2,733	9,132	83.0	36.2	119.2	44.7	44.4	44.8
Geo. Thomas	76	8	487	134	34	228	6,177	1,572	7,749	81.2	18.0	99.2	31.9	40.4	33.1
Tuley	76	14	839	414	165	569	15,051	5,044	20,095	198.4	79.5	277.9	36.4	39.0	37.1
Waller	76	12	665	320	108	428	13,331	4,169	17,500	176.3	54.8	230.1	41.8	38.6	40.9
Walsh	76	11	711	268	95	363	10,728	3,599	14,312	141.0	47.2	186.2	40.0	37.8	39.4
Washington	76	32	2,239	928	242	1,170	36,833	9,119	45,952	494.0	119.9	604.5	89.7	37.7	39.3
Wells	76	22	1,397	632	207	839	28,043	7,233	35,276	316.0	96.4	410.4	37.9	36.0	37.2
		547	36,067	12,966	4,529	17,495	106,047	19,650	125,697	7,334.4	2,460.0	9,794.4	42.2	48.1	45.2

CHOICE OF WORK.

SCHOOLS.	Foreign.		Grade.		Sewing.		Cooking.		Man'l Train.		Physical Cult.		Bookkeeping.		Stenography, Typewriting.		Construction Drawing.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Crane High	...	...	...	...	...	...	...	...	108	1	109	50	75	125	70	16	86	86
Englewood High	...	...	...	...	...	...	...	...	71	...	71	...	...	...	48	11	59	70
East High	...	...	...	...	...	...	...	...	85	...	85	...	...	...	...	...	...	...
McCall High	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Phillips High	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pullman High	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
S. Chicago High	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wiley High	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Waller High	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Memoratory	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Burley	184	88	272	18	35	53	...	...	33	33	66	8	15	23	...	...	...	...
Burley	270	102	372	187	69	256	...	...	...	...	...	...	...	...	...	...	...	...
Burr	170	94	264	178	181	359	...	...	...	...	...	...	...	...	...	...	...	...
Chase	171	64	235	15	32	47	...	...	...	...	...	...	...	...	...	...	...	...
Crane	551	78	629	183	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dante	551	554	1,105	17	28	45	...	...	...	...	...	...	...	...	...	...	...	...
Dante	551	554	1,105	17	28	45	...	...	...	...	...	...	...	...	...	...	...	...
Englewood	475	105	580	120	32	152	...	...	...	...	...	...	...	...	...	...	...	...
Englewood	475	105	580	120	32	152	...	...	...	...	...	...	...	...	...	...	...	...
Franklin	342	126	468	11	19	30	...	...	...	...	...	...	...	...	...	...	...	...
Franklin	342	126	468	11	19	30	...	...	...	...	...	...	...	...	...	...	...	...
Groveland	331	171	502	48	31	79	...	...	...	...	...	...	...	...	...	...	...	...
Groveland	331	171	502	48	31	79	...	...	...	...	...	...	...	...	...	...	...	...
Hamline	342	29	371	93	27	120	...	...	...	...	...	...	...	...	...	...	...	...
Hamline	342	29	371	93	27	120	...	...	...	...	...	...	...	...	...	...	...	...
Hammond	267	31	298	124	10	134	...	...	...	...	...	...	...	...	...	...	...	...
Hammond	267	31	298	124	10	134	...	...	...	...	...	...	...	...	...	...	...	...
Harrison	449	32	481	159	18	177	...	...	...	...	...	...	...	...	...	...	...	...
Harrison	449	32	481	159	18	177	...	...	...	...	...	...	...	...	...	...	...	...
Jirka	305	82	387	47	12	59	...	...	...	...	...	...	...	...	...	...	...	...
Jirka	305	82	387	47	12	59	...	...	...	...	...	...	...	...	...	...	...	...
Lake Grammar.	130	25	155	58	12	70	...	...	...	...	...	...	...	...	...	...	...	...
Lake Grammar.	130	25	155	58	12	70	...	...	...	...	...	...	...	...	...	...	...	...
MacArthur	145	75	220	124	38	162	...	...	...	...	...	...	...	...	...	...	...	...
MacArthur	145	75	220	124	38	162	...	...	...	...	...	...	...	...	...	...	...	...
Phillips	126	171	297	38	50	88	...	...	...	...	...	...	...	...	...	...	...	...
Phillips	126	171	297	38	50	88	...	...	...	...	...	...	...	...	...	...	...	...
Pullman	214	24	238	72	24	96	...	...	...	...	...	...	...	...	...	...	...	...
Pullman	214	24	238	72	24	96	...	...	...	...	...	...	...	...	...	...	...	...
Scammon	258	16	274	81	20	101	...	...	...	...	...	...	...	...	...	...	...	...
Scammon	258	16	274	81	20	101	...	...	...	...	...	...	...	...	...	...	...	...
South Chicago.	136	10	146	68	44	112	...	...	...	...	...	...	...	...	...	...	...	...
South Chicago.	136	10	146	68	44	112	...	...	...	...	...	...	...	...	...	...	...	...
Thomas	318	136	454	108	18	126	...	...	...	...	...	...	...	...	...	...	...	...
Thomas	318	136	454	108	18	126	...	...	...	...	...	...	...	...	...	...	...	...
Wiley	208	82	290	171	28	199	...	...	...	...	...	...	...	...	...	...	...	...
Wiley	208	82	290	171	28	199	...	...	...	...	...	...	...	...	...	...	...	...
Waller	738	22	760	60	13	771	...	...	...	...	...	...	...	...	...	...	...	...
Waller	738	22	760	60	13	771	...	...	...	...	...	...	...	...	...	...	...	...
Washington	437	230	667	54	46	100	...	...	...	...	...	...	...	...	...	...	...	...
Washington	437	230	667	54	46	100	...	...	...	...	...	...	...	...	...	...	...	...
Wells	437	144	581	130	30	160	...	...	...	...	...	...	...	...	...	...	...	...
Wells	437	144	581	130	30	160	...	...	...	...	...	...	...	...	...	...	...	...
	8044	1920	9964	2768	678	3446	...	...	701	701	...	754	754	...	4	704	754	584
									700	700	...	384	384	...	224	740	384	588
									778	778	...	384	384	...	778	388	778	588
									1	1	...	384	384	...	1	384	384	584

SCHOOLS.	English High School.		Latin.		French.		German.		Spanish.		Algebra (High Schl.)		Geometry.		Physica.		Chemistry.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Crane High.	31	11	42	.	.	16	8	12	18	9	7	11	42	.	.	.	.	.
Englewood High.	20	5	25	.	.	27	.	15	28	.	.	19	23	.	.	18	2	15
Lake High.
Medill High.
Phillips High.	23	14	37	.	.	30	11	18	23	20	40	.	.	25	25	80	4	84
Pullman High.
S. Chicago High.
Taylor High.
Waller High.	10	10	20	.	.	.	.	24	2	26
Elementary.
Burley.
Burr.
Cause.
Dante.
Englewood.
Foster.
Franklin.
Froebel.
Gardner.
Hamline.
Hammond.
Harrison.
Jicks.
Jones.
Lake Grammar.
McAllister.
Medill.
Phillips.
Pullman.
Scannon.
South Chicago.
Thomas.
Talpy.
Walsh.
Washington wells.
	74	80	154	.	.	29	65	94	24	40	64	85	82	67	51	15	68	.
															25	25	67	8

DURATION OF ATTENDANCE OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOL.	For 16 wks. and less than 20.			For 12 wks. and less than 16.			For 8 wks. and less than 12.			For 4 wks. and less than 8.			Less than 4 weeks.		
	Male.		Total.	Male.		Total.	Male.		Total.	Male.		Total.	Male.		Total.
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
High School.	86	5	91	77	25	102	78	20	98	71	28	99	19	8	27
Crane	36	19	55	51	22	73	46	28	74	42	26	68	28	12	40
Englewood	32	12	44	31	13	45	39	17	56	36	22	58	20	8	28
Lake	34	7	41	30	32	62	62	43	105	81	56	137	38	13	51
Medill	5	1	6	4	4	8	16	2	18	25	4	29	6	2	8
Phillips	13	4	17	31	4	35	16	1	17	18	1	19	26	4	30
South Chicago	10	7	17	37	4	41	63	22	85	44	14	58	11	3	14
Tuley	42	19	61	43	19	62	89	19	68	42	19	61	18	5	23
Waller	77	42	119	78	29	107	62	25	87	88	38	121	28	17	45
Elementary	93	67	160	113	54	167	133	41	174	132	60	192	28	15	43
Burley	58	15	73	55	11	66	80	21	101	74	25	99	24	7	31
Burr	59	20	79	86	34	120	97	31	128	91	14	105	21	6	27
Chase	48	5	53	115	5	120	159	4	163	216	13	219	94	18	34
Dante	47	25	72	62	60	122	72	63	135	163	73	236	30	18	48
Englewood	58	27	85	176	146	322	167	96	263	173	97	270	45	37	82
Foster	135	34	169	134	38	172	155	34	189	250	56	306	93	21	114
Franklin	61	11	72	95	21	116	87	25	112	103	81	184	28	8	36
Froebel	10	5	15	65	83	98	160	65	225	117	55	172	115	59	174
Gardiel	60	12	72	68	20	88	85	41	106	130	34	164	143	15	59
Hamline	50	7	57	68	13	81	93	10	103	129	16	145	48	15	63
Hammond	42	11	53	38	6	44	67	8	73	86	15	95	32	4	37
Harrison	101	179	280	125	54	179	117	24	141	138	10	146	84	7	91
Jirka	28	5	33	46	2	48	176	6	82	136	19	142	27	8	35
Jones	46	23	69	20	3	23	18	14	32	28	19	47	27	7	34
Lake	44	28	72	48	88	136	77	42	119	90	50	140	34	31	65
McAllister	65	21	86	104	56	160	80	38	118	99	57	156	71	10	81
Medill	32	2	34	95	48	138	89	39	128	104	54	158	33	19	52
Phillips	31	15	46	75	15	90	85	18	103	110	26	136	41	7	48
Pullman	2	1	3	95	22	117	108	15	124	112	16	128	35	4	39
Scammon	23	22	45	67	33	100	38	22	60	27	6	33	10	1	11
South Chicago	23	22	45	38	9	47	32	9	41	80	7	87	44	9	53
Thomas	27	8	35	73	27	100	85	81	116	154	57	211	79	18	97
Tuley	49	38	87	65	14	79	42	30	111	113	39	152	44	16	60
Waller	185	86	271	203	53	258	217	62	277	288	62	350	135	26	161
Washington	80	16	96	103	41	144	150	49	199	224	75	299	75	22	220
Wells	1687	671	2358	2717	1022	3739	3047	1032	4079	3820	1185	5005	1684	522	2206
Totals	1687	671	2358	2717	1022	3739	3047	1032	4079	3820	1185	5005	1684	522	2206

AGE OF PUPILS ATTENDING—NATIVITY OF PUPILS.

SCHOOLS.	Between 25 and 30.			Over 30 Years.			Born in the United States.			Foreign-born.			Number of Certificates Issued.		
			Total.			Total.			Total.			Total.			Total.
	Male.	Female.		Male.	Female.		Male.	Female.		Male.	Female.		Male.	Female.	
HIGH SCHOOL.															
Crane	23	12	35	18	12	30	230	59	289	51	22	73	45	14	59
Englewood	11	9	20	15	24	39	114	67	181	70	31	101	32	12	44
Lake	1	1	2	1	1	2	79	5	84	14	3	17	8	1	9
Medill	6	1	7	2	1	3	90	50	140	57	8	65	43	20	63
Phillips	24	35	59	13	12	25	206	154	360	64	22	86	45	35	80
Pullman	6	1	7	3	1	4	48	11	59	18	2	20	11	5	16
South Chicago	6	6	12	1	1	2	78	10	88	21	5	26	33	4	37
Tuley	7	7	14	9	5	14	117	40	157	48	10	58	8	2	10
Waller	13	10	23	7	9	16	144	68	212	45	13	53	52	21	73
ELEMENTARY.															
Burley	43	11	54	35	13	48	42	52	94	286	94	380	104	53	157
Burr	59	11	70	40	8	48	203	111	314	328	126	454	113	43	156
Chase	37	18	55	37	10	47	93	12	105	196	67	263	90	17	107
Crane	52	22	74	40	8	48	118	11	129	238	85	321	65	20	85
Dante	102	45	147	28	26	54	75	11	86	257	6	563	8	87	87
Englewood	63	45	108	27	26	53	88	90	178	276	149	425	138	63	152
Foster	116	18	134	67	15	82	86	19	105	388	284	672	98	88	282
Franklin	166	24	190	76	17	93	99	28	125	588	157	820	164	36	200
Froebel	65	17	82	32	6	38	76	40	115	439	105	555	104	25	129
Gardiel	66	10	76	42	6	47	23	26	49	475	187	672	233	92	328
Hamline	39	1	40	29	7	36	39	13	52	427	164	591	103	15	118
Harrison	27	8	35	31	4	35	41	1	36	266	54	320	69	11	80
Jirka	181	82	263	34	18	52	7	124	218	82	250	20	9	29	175
Jones	49	1	50	31	5	36	7	1	38	452	165	617	127	48	175
Lake	10	1	11	8	1	9	26	21	47	62	23	85	7	7	7
McAllister	34	6	40	17	6	23	124	131	255	166	53	219	98	29	127
Medill	50	6	56	23	4	27	37	35	72	361	155	516	127	75	202
Phillips	41	39	80	39	30	69	188	47	233	200	129	329	84	34	118
Pullman	60	3	63	44	7	51	34	27	61	309	38	347	52	9	51
Scammon	44	4	48	20	8	28	51	131	299	27	326	78	23	101	74
South Chicago	22	3	25	2	1	3	80	29	112	39	151	44	44	30	74
Thomas	19	10	29	24	6	30	49	10	59	135	24	169	51	10	61
Tuley	80	18	98	38	10	48	47	16	63	367	189	508	71	88	109
Waller	69	12	81	40	15	55	29	13	42	291	95	386	73	21	94
Walsh	26	13	39	38	3	39	47	63	110	221	82	283	88	29	117
Washington	150	18	168	70	10	80	126	139	265	802	103	905	336	36	366
Wells	74	9	83	54	9	63	140	27	167	492	180	672	156	38	189
Total	1899	463	2362	1066	296	1368	3116	1510	4626	19840	2819	12669	2761	977	4104

MANUAL TRAINING AND HOUSEHOLD ARTS.

Mr. Robert M. Smith, Supervisor of Manual Training and Household Arts, makes the following report for the year 1906-7:

The past year has been one of continued advancement in educational principles and their application to workshop practice, though much remains to be done before instruction in the subjects of Manual Training and Household Arts is given to every child in the Chicago Public Schools; however, the result so far achieved may be regarded as satisfactory.

Seventeen years ago there was not a single Manual Training or Household Arts Department in the public elementary schools. Today there are one hundred and fifty-seven elementary schools which have a manual training equipment, and thirty-eight elementary schools which have a cooking department, while several additional equipments are on the way.

The difficulties in the way of the extension of these departments do not usually arise from the disinclination of the people. On the contrary, there exists an earnest desire in many quarters that these branches should be included in the curriculum. It is only as the benefits arising from them come to be understood and the difficulties in the way of their introduction gradually removed, that we can hope to have an equipment in every school building. The main obstacles seem to be as follows:

1. The necessarily expensive equipment.
2. The provision of suitable accommodation.
3. The scarcity of qualified teachers.

Regarding equipment, it should be remembered that efficiency, stability and permanence are the only tests of cheapness. The best will always be found to be the cheapest and in many cases the saving of a few dollars in the initial cost of the equipment has been found to entail a much greater cost later on in the way of repairs, adjustments, and alterations.

Many schools anxious to take up the work have all their available accommodation taxed to the utmost capacity. Under these circumstances, in the anxiety to introduce Manual Training and Household Arts, there arises a tendency to think that any room, too poorly lighted and too badly ventilated for ordinary school room purposes, is "good enough." This tendency requires to be strenuously resisted and it should be taken as an axiom that Manual Training and Household Arts require for their efficient practice rooms just as well lighted and effectively ventilated as any other school subject. The best time for installing these subjects is where a new building or an addition to an old building is being contemplated. At this time proper and effective provision can be economically

made. I would therefore recommend that, when any new building is planned in the future, provision be made for the installation of rooms adapted for work of a practical character with tools and materials for the Manual Training and Household Arts Departments.

Probably the greatest obstacle of all has been the fact that properly trained and efficiently qualified teachers have not been obtainable, but this obstacle has been overcome by the donation of Mr. R. T. Crane, part of which has been used as scholarships for young men desiring to prepare themselves for teachers of Manual Training. These young men are required to take two years' training at the Chicago Normal School in order to fit them for becoming teachers of Manual Training in the Chicago Schools. At the present time there are seventeen of these young men in training, and six of them who graduated in June, 1907, are now available as teachers of Manual Training in the elementary schools.

There is still an impression abroad in some quarters that an expert mechanic is the best teacher for this work, but it cannot be too strongly insisted on that for any success in industrial Manual Training the trained teacher must be engaged. He must be a teacher first and a teacher always. Of course it is essential that he should possess a certain amount of mechanical skill—the more the better—but the success of a Manual Training teacher does not depend upon the amount of mechanical skill he possesses, but upon his teaching ability, either natural or acquired. The trained teacher and the expert mechanic look at things from a different point of view, and the difference between them is totally irreconcilable. The mechanic, by his training and environment, is forced to have in mind the quantity of work turned out and the quality need only be sufficiently good to sell. The exigencies of industrial life and the keenness of competition have forced him to place the best work in sight, and to think less of the hidden parts. The true teacher will bestow equal care upon all parts of our object whether seen or unseen. It is the producer and not the product that the teacher must consider, while in the workshop the product is of first importance and the producer comes second. The broader the culture, the greater the academic training, the greater is the success of a Manual Training teacher. Through Mr. Crane's liberality, the Chicago schools will have a good supply of specially trained teachers for some time to come.

The new course of study adopted by the Board of Education on February 27, 1907, makes a distinct advance, particularly along the lines of Art and Constructive work. In all the manual training schools the work is progressing satisfactorily. During the past year additional sub-normal rooms have been opened in some of the schools. In these rooms, which are fitted up with workshops, manual training is an important feature.

On March 27, 1907, the Board of Education authorized the estab-

lishment of industrial rooms for truants in the Dore, Jenner, and Harrison schools. These rooms are to a certain extent experimental. When a boy is brought before the Juvenile Court for the first time, he is paroled to one of these schools for a specified time, but goes home every evening. If, however, he breaks this parole and is brought before the Juvenile Court again, this being his second offense, he is sent to the Parental School. Instruction in Manual Training is also one of the leading features of these industrial rooms.

Considerable progress has been made in the development of Manual Training in the high schools. For this work two new Manual Training high schools, the Lake and the Thomas Hoyne, were opened in September, 1905. The course of study in these schools in the past provided only for the first two years, but the Board of Education recently authorized the equipment of a machine shop in the Lake High School to give instruction in metal work to the boys of the third and fourth years, while it is expected that the Albert G. Lane Manual Training High School, which is in course of erection and which will provide accommodation for 1,500 high school boys, will be ready in September, 1908. Public education in the United States has developed rapidly, but it is only just beginning to adapt itself to our changed industrial conditions. Education can no longer be considered as distinct from living; or as dealing chiefly with those accomplishments that fall off and are lost when a girl marries or when a young man goes to work. The school is daily becoming more and more intimately connected with and woven into all departments of life.

In all the Manual Training schools the work is progressing satisfactorily. One or two tendencies should be carefully guarded against:

1. The pupil should always be the first consideration, the producer and not the product, and while accuracy and finish should always be aimed at, no process should be allowed to be repeated until it becomes automatic, for directly that point is reached, all educational value is lost.

2. Ornament should not be allowed to overshadow sound construction. Construction should come first and ornament second. It should not be the purpose to find a place for decoration, but to decorate a place already existing, or to use the words of Ruskin, "It should not be the purpose to construct ornament, but to ornament construction." The capacity to appreciate the beauty of unadorned simple construction is in great need of cultivation.

3. The individuality of both teacher and pupil should be allowed as much play as is consistent with correct methods and sound instruction. I have seen, time after time, in visiting the schools, exercises being performed, and models being constructed, which had no justification except the fact that the teacher in his own training had worked the same exercises and made the same models. In these cases, neither the individuality of the teacher nor that of the scholar had been allowed to grow

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active. As far as possible, the needs and desires of the pupil should be allowed to dictate the work he should do in the Manual Training room, guided always, of course, by the superior knowledge and greater skill of the teacher.

4. The woodwork or metal work should not be regarded as of greater importance than the "working drawing," but adequate attention should be paid to each. While the drawing generally proves less attractive than the actual construction its educational value is no less and its execution is necessary in order that the actual work of construction may be intelligently done. In place of the working drawing, a freehand dimensioned sketch may occasionally be substituted. The practice of rapid freehand sketching is too much neglected, and the boy who possesses the ability to transfer his ideas to paper rapidly, always has clearer thoughts and is a more desirable workman than the one who has not this power.

5. The decoration of the Manual Training room should also be attended to. There is no reason why this room should look like a barn, and there is sufficient material connected with the work to make the room attractive and thus exercise a beneficial and educative influence upon the pupils. The growth and present condition of the Department is shown in the following table, which I take pleasure in submitting to you:

MANUAL TRAINING IN ELEMENTARY SCHOOLS.

Number of Manual Training rooms, 157; number of teachers, 36; number of pupils enrolled, 15,902; average daily membership, 15,207; average daily attendance, 15,054; number of pupils enrolled in evening schools, 500; evening schools—average daily membership, 462; average daily attendance, 450; total cost of maintenance, \$60,881.23; cost per pupil on number enrolled, \$3.71; cost per pupil on daily membership, \$3.88; on daily attendance; \$3.92; cost of tools and material, \$16,713.02; per pupil, \$1.02; number of cooking centers, 39; number of teachers (cooking and sewing), 33; number of pupils enrolled (cooking), 7,993; (sewing), 8,335; average daily membership (cooking), 7,433; sewing, 7,759; total cost of maintenance, \$43,926.94; cost per pupil on number enrolled, \$2.69; cost of tools and materials, \$7,894.49; per pupil, cooking only, \$0.48.

MUSIC.

The Music Department makes the following report:

The work of visiting class rooms, observing the work of teachers, conducting teachers' institutes and grade institutes, and reporting on conditions to principals and to the Superintendent, was carried on throughout the year by the Music Department.

The Normal Extension classes contributed very largely to keeping the music up to a certain standard, and to improving its quality and the character of the teaching in those schools which were represented in such classes. There were seven classes of twenty-four weeks, and three of ten weeks. Although only 7 or 8 per cent of the teaching force were enrolled in these classes, the influence of the classes was quite far-reaching, as many of the students gave generously of the benefits to their colleagues in the schools.

There are a number of schools which require a great deal more of attention than it is possible for the special teachers to give, because of their limited time and of their immense territory. Grade institutes would prove helpful in these instances, as well as the introduction, wherever feasible, of the departmental plan on a limited scale.

As before, we can speak highly of the benefits resulting from the May Song Festival, and we recommend that it become a permanent feature of the year's work. It would be well to make some arrangement which would permit all the teachers to be present on this occasion at certain established centers, so that they may derive both help and inspiration from observing the conducting of choruses and hearing the best music of each school. The children seem to enjoy these festivals thoroughly.

In conclusion, we would say that we are especially pleased to note the constantly increasing interest in the subject of music on the part of the boys throughout the entire city.

DRAWING.

The Special Teachers of Drawing in the Elementary Schools submit the following report for the year 1906-7:

The work of the department has been conducted in substantially the same manner as last year, and has included visits to the schools, preparation and distribution of local exhibits, office consultations and committee meetings, and classes in connection with the Normal Extension work in different sections of the city. The visits to the schools have included observation of lessons given by the class teachers, inspection of the results of the regular work in this subject as represented by the drawings preserved or exhibited in the class rooms, teachers' meetings in the various buildings for the discussion of methods, standards, results desired, and so forth, and for the making of necessary criticisms and suggestions.

Specimens of class work in drawing have been asked for and sent in at the close of each term. These have been carefully examined, and from them selections have been made and the best work mounted, classi-

fied, and distributed to schools desiring local exhibits. In all, thirteen exhibits were thus prepared, and in addition to these the work exhibited at the meeting of the Western Drawing and Manual Training Association in May, 1906, has been on view for limited periods in several schools.

Individual instruction and assistance have been given to teachers at the office on office days, and in the Normal Extension classes. The desire to do more creditable work is widespread, and the great majority of the teachers are anxious and eager for help. Careful examination of the work sent in for inspection shows the following general characteristics in the four lines of work required:

Object Drawing continues to improve in selection, arrangement, and technique. In tone, that is, in the expression of light and dark colors, the drawings show a general advance. The work in figure posing, a valuable branch of object drawing, has retrograded, much less good work than usual being turned in.

Design: This branch of the subject is also receiving more attention, and the work is in consequence advancing in interest and technique. The efforts at original design are more intelligent, and where intelligently directed and applied to constructed objects have materially raised the standard of the craftwork, for which there is now a general demand.

Construction Drawing, however, which should be the means of correlating the design and the manual training, has lost ground and is in many cases totally neglected. It is unfortunate that the principles of this branch of the work are not more generally understood. A knowledge of the simple conventions of working drawings and the ability to use them in expressing constructive details would lead to more intelligent construction work and open the way to improvement in design as well.

Illustrative Drawing shows lack of freedom and originality. The general appearance of the drawings has improved at the expense of individuality and character. The compositions are more thoughtful, but they are not the pupils' own. They give evidence of dictation rather than of skillful training in self-expression. There is some excellent memory work illustrating street and neighborhood scenery where individual observation has been encouraged, but most of the story illustration is conventional and unimaginative in character.

The experience of the last four years has proved that the Drawing Books now in use have been largely instrumental in raising the standard of the work done in object drawing and design, through their presentation of fine examples of line, grouping, dark and light, and so forth, in both these subjects.

The drawing teachers have held meetings among themselves from time to time to discuss suitable apportionment of supplies, methods of presentation and criticism of new work, standards in the work, and

so forth, and have endeavored to keep the schools in touch with the best thought in the educational world as applied to their special subject. They have met by request with the Principals' Committee on Drawing, and have, in accordance with their suggestion, given considerable time to the revision of the present Drawing Outline for teachers.

The representative character of the work in drawing of the Chicago public schools has been recognized during the year by the appointment of two members of this office, Miss Silke and Miss Magee, upon the Coöperative Committee of One Hundred for the United States, of the Third International Congress for the Advancement of Drawing and Art Teaching, to be held in London in 1908.

In view of the many inquiries for books of reference on drawing suitable for pupils' and teachers' use, the following list is suggested:

How to Make Pottery	Mary White
World's Painters and Their Pictures	D. L. Hoyt
Bases of Design	Walter Crane
Pattern Design	L. F. Day
Alphabets	E. F. Strange
Art Crafts for Beginners	Frank G. Sanford
The Making of Patterns	R. G. Hatton
Artistic Crafts Series, Edited by W. R. Lethaby. Bookbinding ..	
.....	Douglas Cockerell
Primary Handwork	Seegmiller
Indian Basketry	Geo. W. James
College Histories of Art	Edited by J. C. Vandyke

I. Painting.

II. Architecture.

III. Sculpture.

History of Art	W. H. Goodyear
Short History of Art	J. B. De Forest
Composition	A. W. Dow
Theory of Pure Design	Denman Rose
Principles of Design	E. A. Batchelder
How to Study Pictures	C. H. Caffin
How to Enjoy Pictures	M. S. Emery
Art Education, Grades I-VIII	Prang Educational Co.
Current Art Magazines.	

PHYSICAL CULTURE.

The following extracts are taken from the report of Mr. Henry Suder, Supervisor of Physical Culture:

During the year five new school buildings, the Graham, McCormick, Whitney, Altgeld, and Monroe, for which room for gymnasium purposes

was provided, received an equipment consisting of suspended and special apparatus. The manuals for special apparatus and Song-Roundels and Games were revised and 2,000 copies of each printed; also a new manual for grammar grades containing lessons in calisthenics, sets of exercises, wand exercises, and sets of fancy steps was prepared, and 6,000 copies were printed, distributed, and advantageously used. Fourteen institutes were held for teachers of grammar grades to introduce the manual Song-Roundels and Games. The work of the teachers of Physical Culture has been the same as in previous years, the pupils of primary and grammar grades receiving instructions alternately—that is to say, the time of one visit is devoted to the primary department, the time of the following visit to the pupils of the grammar department. The above arrangement was made to enable the teacher to visit the school oftener. The time devoted to Physical Training is only 10 minutes per day, or 50 minutes per week, which puts Chicago behind most of the other large cities of our country. In New York, 23 minutes daily are devoted to Physical Training; in Cincinnati, 15; and in Cleveland, 15 minutes. In foreign countries still more time is given to this important branch of the school curriculum. In Japan, for instance, 3 to 6 hours weekly are devoted to bodily exercises.

Not less than two hours weekly should be devoted to Physical Training. Nine teachers of physical culture at present carry out the work in the Elementary Department. * * * To gain better results the force of teachers should be increased. In other cities the teacher of physical culture visits each school twice monthly, while the various grades of our schools receive instruction only three or four times yearly.

Two new high school gymnasiums, the Lake and the Austin, were equipped during the year with all kinds of modern apparatus. There are fourteen teachers in the high schools.

Concerning the time devoted to the work, I repeat that here, too, we ought to be given more time. Reports from other cities, New York, Cincinnati, Cleveland, St. Louis, etc., show that two hours weekly are devoted to Physical Training; while in our schools only one period is given to that work during the school session. Although matters are helped somewhat by instruction given to optional classes of boys and girls twice weekly after school hours, the fact remains that our High School pupils do not receive sufficient bodily training.

The introduction of Physical Training into some of our night schools has proved very successful, being appreciated by teachers and the public in general to such an extent that in one of the schools two classes for each evening were organized.

Again I take the liberty of calling attention to the fact that the Normal School is still without a gymnasium. Taking into consideration

that each year new schools are being equipped with gymnasium apparatus, and that only teachers who have done such work on the apparatus can teach such work intelligently, and that all grade teachers have to give daily instruction in Physical Training, a gymnasium such as provided for each new High School and each new Elementary School is of the utmost importance for our Normal School.

SCHOOLS FOR THE BLIND.

The following careful and interesting account of the development of the education of the blind in Chicago is submitted by Mr. John B. Curtis, Supervisor of Schools for the Blind:

EDUCATION OF THE BLIND IN THE CHICAGO PUBLIC SCHOOLS.

The instruction of the blind in the Chicago public schools was begun at the opening of the school year in September of 1900. It was the result of an agitation that had been in progress for about ten years. The movement had its origin in a desire to give Chicago an institution for the blind similar to the one in New York City; and in 1892 the Board of Education went so far as to purchase a lot for the proposed buildings. While the matter was receiving the attention of the school trustees, Superintendent Frank H. Hall, of the Illinois School for the Blind, wrote to the Board, urging that an experiment be made of teaching blind pupils with seeing children. Lack of funds, however, made it impossible to take action of any kind.

From 1892 to 1900 the subject of the instruction of the blind received the attention of the newspapers and the Board of Education from time to time, being forced to the front by the parents and friends of various blind children. By the latter year the society for the advancement of the blind had been organized, and its members took a deep interest in the movement. During the spring and summer the matter was taken up in earnest. Partly because the Board lacked funds for the crection and equipment of a special institution, and partly because the public school plan was advocated by Superintendent Hall and others, the present system was determined upon.

The special institutions for the blind have done a grand work, and such schools doubtless always will be necessary. If they may be said to have a weakness it lies in the fact that for nine months of the year and for ten or twelve years, their pupils are taken from home and educated as members of a distinct class. The child, in an abnormal environment, grows up apart from the ordinary conditions of community life, and finds it difficult to adjust himself to these conditions on leaving the school. With the hope that the home might be preserved as a

factor in the education of the blind child, and that there might be secured to him the many benefits of an active participation in public school life, the work in Chicago was inaugurated.

On September 17, 1900, therefore, blind children were received in three of the public schools, and a special teacher was appointed to have charge of the work in each school. Those selected as teachers were recent graduates of the Chicago Normal School. They readily familiarized themselves with the special methods to be employed, and easily adapted their normal school training to the needs of their classes.

Before the close of the first school year the School Board made an appropriation for the purchase of the necessary machines to be used in printing, map making, etc., and the work of making books was put in charge of a young man fitted for this service by his high school and normal school training. It is the purpose of the printing department to keep the pupils supplied with Braille copies of the books used by the seeing children. Text books in reading, spelling, arithmetic, grammar, geography, and history have been completed for the classes in the grades. For high school work books in Latin, German, and Geometry have been made.

In the elementary schools, as has been said, there is a special teacher, and the work may be considered under two heads—that done under her immediate direction and that done in the regular classes of the school.

It being the aim to make the blind children feel that they are in no sense to be separated from the school community, they are on the first day enrolled and seated in one of the school rooms, although they may be obliged to spend most of the day in the room of the special teacher for several months to come. In the room of the special teacher are kept the books, slates, maps, materials for construction work, and whatever special apparatus is needed. Here the blind pupils receive most of their training for the first two years, and the room serves as their headquarters during their entire school course.

The duties of the special teacher are varied and far-reaching. Her pupils often come to her with habits of inattention, lack of concentration, and even timidity; all of which spring from an imperfect physical development. She must therefore correct these defects as speedily as possible, for until this has been done they cannot take their place with the normal children. She must teach them to read and write the Braille system; for this, of course, cannot be done in the school room. To her are sent all examination papers and other written work to be reproduced in ink and returned to the room teacher for correction. She must assist the pupil in the preparation of difficult lessons, especially where extra reading is required, or in lessons involving the examination of maps or mathematical diagrams. In short, she must make

a special study of the children entrusted to her, and try to meet the needs of each individual case as they arise.

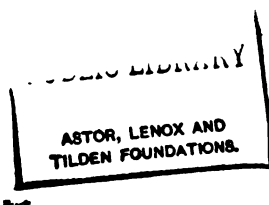
One of the chief needs is the power to use the hands skilfully, and the attempt is made to meet it by construction work. It has been found that the smaller children can do paper folding to advantage, making boxes, doll houses, and pieces of furniture. Later on weaving may be done, upon small looms with strips of cloth and yarns. Mats, napkin rings, and baskets are made of raffia; with beads, purses, chains, and a few other articles have been made. Effort is made to have some form of construction work pursued in every grade.

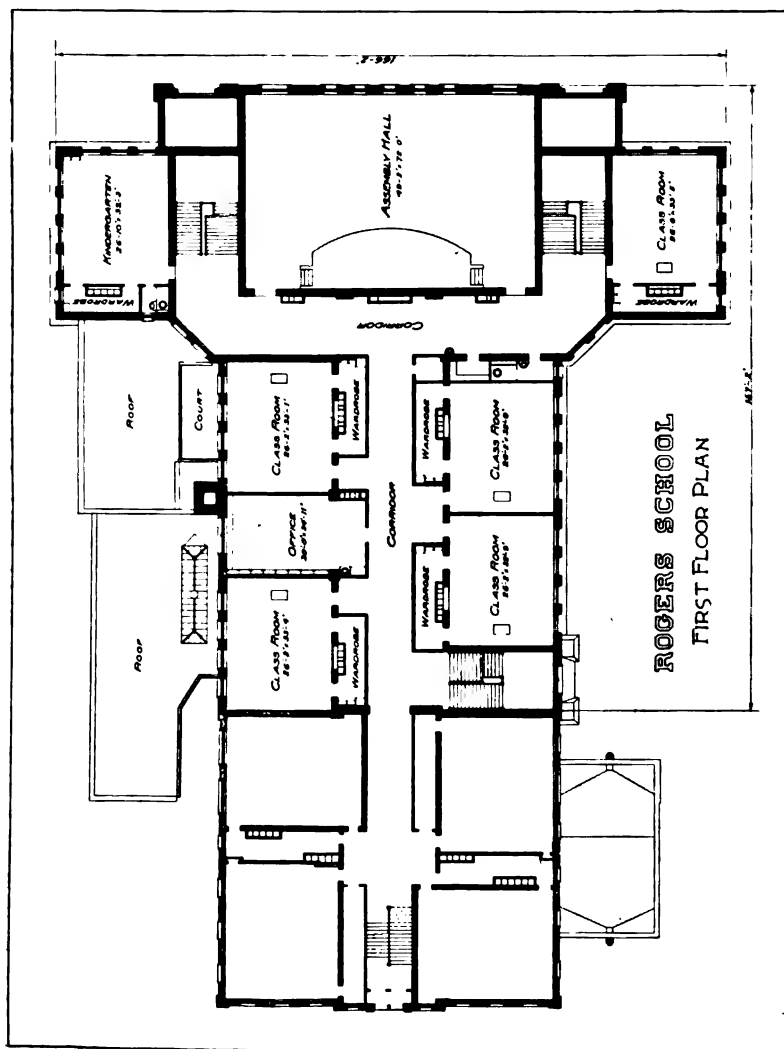
Reading is, of course, a very important matter, as it is this that enables the blind child to take part in the regular work of the school. The special teacher begins this at once, and the degree of progress depends upon the pupil. The writing of the Braille system is acquired at the same time, and no other system of writing is taught until the pupil is mature enough to use the ordinary typewriter.

When the special teacher has overcome to some extent the unfavorable tendencies in her pupil and has taught him to read and write, he is prepared to enter actively into the regular work of the school. During the first year or two he is sent to the school room a few minutes each day, mainly with the idea of creating the proper relationship between himself and the other children, but after that time he takes part in all the classes of the grade to which he belongs. The blind pupil reads his Braille reader with sufficient speed to follow the children using the ordinary copy, and to take his turn in reading aloud. Many of the problems in arithmetic he does mentally, but those of greater difficulty he works upon paper with the Braille slate. Having prepared his geography lesson with the aid of raised maps, the lesson presents no special difficulties. Recitations in history and grammar also give no trouble. He writes the same spelling lessons, compositions, and examination tests as the other children, and is marked according to the same standard.

As yet no special teacher has been delegated to do high school work. High school pupils know how to employ books and maps to the best advantage, and are familiar with all the special apparatus, and in addition they can use the ordinary typewriter with which every high school is equipped. They do not require the degree of attention given to the pupils in the lower grades. The high school teachers welcome and solicit suggestions from the Department for the Blind. Classmates furnish valuable aid by reading in study periods.

The University of Chicago and Northwestern University have given encouragement to the public school work by granting scholarships to four high school graduates. No promise has been made for the future, but the hope is entertained that these institutions will not turn from their





doors any blind student who has completed the course of the Chicago High Schools.

Although the plan of educating blind children in public schools may never be universally applied, yet its claims for favorable consideration are strong. The experiment in Chicago would seem to show that the blind child, under normal conditions, develops along the same lines as his seeing companions. He does not differ from them in feeling, pleasures, or purposes; and he is happy in his work with others. Certainly this must be the correct development for one who hopes to be active in the community.

Report of the Schools for the Blind for 1906-1907.

During the year thirty blind pupils were in attendance. Nine were enrolled at the Adams School, eight at the Felsenthal, eight at the Clarke, two at the McKinley High School, one at the John Marshall High School, one at the Robert Waller High School, and one at the Wendell Phillips High School. In June two were graduated from high school and three from the eighth grade.

In all grades the blind pupils entered actively into the regular work of the school and gratifying results were secured, particularly as regards the development of normal characteristics. In addition to work with beads and raffia, which provided hand training for the smaller children, the blind boys of the seventh and eighth grades pursued the manual training course provided by the curriculum for these grades. Where text books in raised print failed the special teacher made good the deficiency by reading the daily lessons or by copying them with the Braille typewriter. With few exceptions the blind children were, therefore, enabled to maintain their places in the classes of the school, and gained a sense of self-confidence from participating in public school life.

The advancement of the high school pupils was satisfactory. A special encouragement to effort in high school work lies in the fact that Chicago and Northwestern universities have each granted scholarships to two blind graduates of Chicago High Schools.

In the printing room for the blind text books have been printed and stereotype plates have been made for new books and maps. The inevitable change of text books has made it difficult to cause the supply to equal the demand, but much has been accomplished. Permanent stereotype plates for eighteen books are now on hand.

CHILD STUDY DEPARTMENT.

Dr. Daniel P. MacMillan, Director, makes the following report on the work:

During the school year 1906-07, the Child Study Department of the Chicago public schools examined in the regular school work eight hundred and eighty-three (883) special children, and an additional number of about four hundred (400) cases of truancy and incorrigibility at the Parental School. As a matter of fact, this number examined represents only about one-half the total number of requests for special examination and assistance. It is certainly unfortunate that, owing to the lack of time at our disposal we were able to examine only such a small fraction of the number of children on whose behalf special requests for investigation were received.

Of this number of school cases examined we may for purely practical purposes make the following groups and classifications:

1. The Abnormals, comprising the Blind, the Deaf, the Crippled, the Backward, the Sub-normals and the high grade Imbeciles.

2. Normal children with sensory defects of sight or hearing, though not totally deprived of these functions; those with relatively minor physical deficiencies; and those of at least average ability, but with marked mental peculiarities or unique mental aptitudes.

These children were called to our attention by the principals or teachers in the schools, by parents or guardians and by charitable and other organizations of the city. The greatest number came from the principals and teachers, and were reported to the office of the Superintendent of Schools by means of the regular blanks employed for this purpose. Taking these in the serial order here indicated we note first the Blind.

The Blind.

Children who are totally blind present, to the special examiner, a relatively simple school problem. It requires no special training to detect total blindness. Those, however, who show progressive disease or the probability that entire incapacity for regular school work is supervening call for more careful investigation and technical information. In these cases, as in not a few others, the Board of Education owes a debt of gratitude to the consulting oculist and aurist of the Department, Dr. Frank Allport, whose judgment on each case relative to the advisability of sending the child to the Schools for the Blind in our school system was embodied in our report and the special recommendations on each child examined.

The Deaf.

Every child who entered the rooms for the teaching of deaf children was admitted on recommendation of this Department. By this

means the degree of hearing power is indicated and the mentally incapacitated children are kept out of these special classes, and as a consequence the children who are otherwise normal can receive the full measure of benefit of this special instruction. A comparison of the school status of the children in these deaf classes in attendance during the year, with the records giving the mental and physical condition of those in attendance in these rooms before such examinations were required, will bear ample testimony to the wisdom and expediency of requiring this psycho-physical examination of each child seeking admittance to the rooms for deaf children.

The Crippled.

Crippled children present their own school problems. Every child admitted to the Schools for Crippled Children was entered only after an examination by the Department, as well as by the regular Medical Inspector from the Health Department of the city. The special problem which the medical officer was called upon to solve referred distinctively to the physical condition of the child in general and more specifically as to whether the child was a bona fide cripple and in need of free transportation to and from school in our bus service. The particular question which this Department concerned itself with referred to the mental status of each applicant; as to whether the child was of a sufficiently high grade of mentality to profit by class or even special instruction in these rooms. The fact that the physical condition of such children gives rise to many forms of mental abnormalities, and the number of cases rejected among the applicants during the year, bears ample testimony to the necessity for close supervision of just such problems.

The Backward.

Backward children in the first five grades of the elementary school present one of the most important problems that evolve in class instruction. There are many causes which operate in our school system to induce backwardness in school studies other than native mental weakness and mental retardation. Irregularity in attendance, frequent transfers from school to school, language difficulties, defects of sight and hearing, slow recovery from sickness, and so on, may be listed. One or more of these factors may conspire to render the child pedagogically backward for his years, and yet to the examiner of children the child gives evidence of being in full possession of normal mental functioning. That the child is, from the pedagogic point of view, backward, though an entirely recoverable case, does not mean, however, that he does not need special provisions for his schooling and training. As a matter of fact, these children do present sufficiently marked departures from the average of the group in any grade to warrant the establishment and

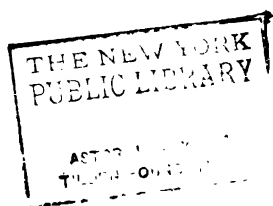
maintenance of special rooms or coaching centers, but they are, in nearly all cases, approachable by a concentration of the same forces and pedagogic arts which are successful with the average normal child. Such rooms, however, we do not have, but they doubtless should obtain in any well-rounded school system.

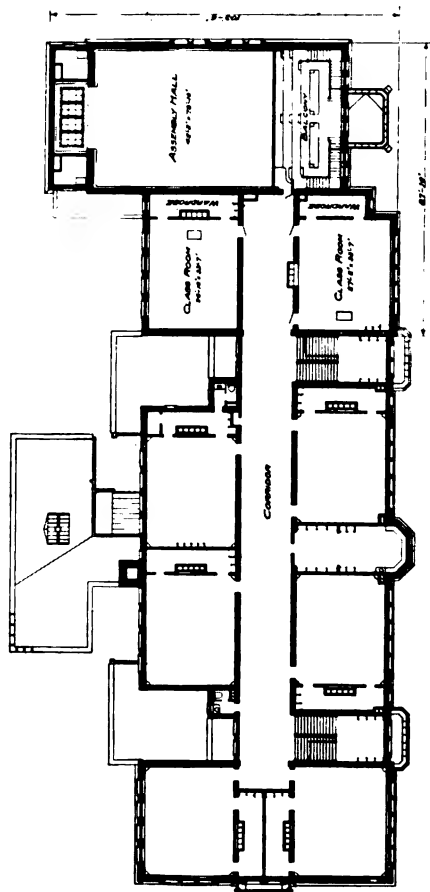
On each backward child examined during the year, in accordance with the usual procedure, a special report was sent to the principal or school from which the child came and usually a copy to his parents or guardians, detailing and describing the child's mental status, analyzing the causes that brought about his backwardness in school work and suggesting measures to improve his physical condition, as well as educational devices and methods to more adequately meet his mental needs. Not infrequently the mental retardation is accompanied by gross physical defects. When the child's lack of progress is found to be traceable to remedial physical abnormalities of one kind and another, we take steps to refer the child to those agencies whose office it is to deal with the care and treatment of defects of the body. Free use has been made of the public dispensaries of the city, and a list of these, giving the hours for work is sent on request to each principal. Frequently, where circumstances are favorable, parents are referred to their family physicians in such cases as should receive professional attention and assistance. In this connection mention should be made of the commendable willingness and remarkable efficiency shown by the Children's Hospital Society in handling cases of physical defects that were referred to them by this Department.

On every child examined a special report was made and sent to the principal of the school from which he came, describing the mental status and physical condition and making suggestions that might be carried out in the child's behalf even in his regular grade and room.

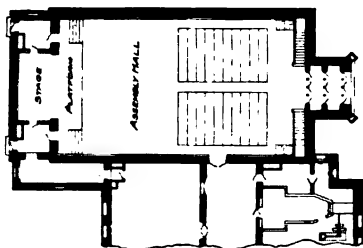
The Sub-Normals.

From the point of view of actual capacities it is sometimes difficult to differentiate the lowest strata of backward children from the group of children encountered in our work whom we classify as the Sub-normals, but from the standpoint of school efficiencies, the classification which we have adopted has proven sound and serviceable. Sub-normal children may be called the extreme cases of backwardness, and this judgment is based not so much on what they have learned as upon what they are capable of learning. They are evaluated from the standpoint of innate adaptability and mental constitution, and not by throwing the emphasis upon school attainments. These children require special training and individual care so that at the age of fourteen they may be capable of carrying the equivalent of the fourth grade in the regular course of study. They constitute the class of children whom we have





BELDING SCHOOL
FIRST-FLOOR PLAN



GROUND FLOOR
or
ASSEMBLY HALL

recommended for the ungraded room, and are brought to the attention of the Department and disposed of in the following manner:

Teachers are required by the rules of the Board of Education (see Section 390, Rules and Regulations) to report to the principals the names of pupils in their rooms who are palpably incapable of profiting by class instruction and of making regular progress with the group she is teaching, and by the same rule it is the duty of principals to report to the office of the Superintendent of Schools such cases as ought to be examined and given special instruction. This report of the principal is accompanied by a synopsis of the teacher's estimate of the child's ability, the total length of time he has been in school and in each grade, the number and names of teachers who attempted to teach him, devices and methods tried, and any other considerations pertinent to the case. After the names of these children had been referred to this Department, they were given certain mental and physical tests designed to diagnose native ability, and according to custom they were examined either in the schools or they were brought by parents or guardians to the Child Study Laboratory of the Board of Education. It has uniformly been our custom of making a careful report to the Superintendent of Schools on each child of this class presenting the facts relative to the child's school history, his physical condition and mental status, and making a recommendation specifically suggesting what we consider the best practical measures to pursue with reference to the child's schooling; and where a sufficient number of these children are found in any neighborhood or even a single school, we have recommended the establishment of a special room or center for sub-normals. Only four additional rooms of this character were opened during the year, although indeed the children were examined and selected for seven new centers for this special instruction. An estimate of the total number of such rooms required to meet the demands of the city may be gained from the last report of the Director of Child Study to the Superintendent of Schools for the year 1905-06 (Fifty-second Annual Report of Board of Education).

Besides these reports, which form the basis of executive action, a more detailed description of each child examined is sent to the teacher in charge of the room or center and in this way practical advantage can be taken of the findings and suggestions, as worked out in our examinations. In order to follow those practical recommendations with any hope of success, it is necessary, of course, for the teacher to have in addition to marked skill and unusual success with normal children in class instruction, special information and training in the history and pedagogy of the teaching of the higher grades of defective children.

High-Grade Imbeciles.

As we go still further down the scale of the abnormals met in our work, mention must be made of the High-Grade Imbeciles. Those children who gave clear evidences in our examinations of being practically incapable of receiving any benefit from common school education, even its elementary principles taught by special methods, were reported to the Superintendent of Schools and recommended as fit subjects for the State Institution for Feeble-Minded Children at Lincoln, Illinois. For the good of the other children in the schools, many of these imbeciles were recommended to be formally excluded by the Board of Education. A much larger number were taken out by the parents or guardians on our recommendation. Through the good offices of the Children's Hospital Society more than a score of such children were placed during the year in the state institution. Many more were sent to private institutions throughout the state and country which make a specialty of their care and treatment. Unfortunately the number and capacity of these institutions is at present in no way adequate to meet the requirements of our city, and many children must be kept at home to burden the already overburdened parents.

Normal Children.

These children came to our official attention in the same way as the other special cases already referred to, although, to be sure, many more came at the instance of the parents of the children because they desired some special information for guidance in the education of their charges. Many of these were found to be afflicted with unsuspected sensory defects, and the same course of procedure was adopted as with the Backward and other atypical children. With others their physical storage of energy was not found sufficient for the demands which the parents exacted in an educational way, including out of school lessons and tasks—musical instruction and other cultural accomplishments, as well as regular school studies. Others, indeed, were met whose special aptitudes gave added interest or concern to their parents or teachers and some suggestions were sought by which the class instruction of the schools could be supplemented for the child's interest. Mention should be made also of the number of cases whom the teachers, principals and parents, for one reason and another, have difficulty in keeping within the bounds of discipline, and hence come to us as minor cases of misconduct. A careful analysis of the child's home life and regimen, his out of school interests, the laxity or absence of home discipline, the lack of vital contact with school studies, and a bald setting forth of the causes of these several conditions and circumstances, goes far toward placing school room problems in a new light and has uniformly proved of value not only to the teachers but more often to the parents or guardians.

**CHILDREN SENT BY THE JUDGE OF THE JUVENILE COURT TO
THE LABORATORY BETWEEN JUNE 30, 1906,
AND JULY 1, 1907.**

During the school year, in addition to the special cases coming to the Laboratory at the instance of teachers, principals, parents or guardians, the Judge of the Juvenile Court sent to the Laboratory certain cases of delinquency or dependency. The special problems with reference to these cases of conduct which came before us for solution, centered around the mental status of the boys or girls who were examined. We were asked to determine first the normality or abnormality of their minds; to investigate the physical causes, hereditary and environmental, which were responsible in inducing conditions that were found to obtain; and finally to prognose their future powers and to suggest to the Court measures adapted to the mental peculiarities of each child so examined.

During the school year on which we are reporting only sixty-six children came directly from the Court, a much smaller number than appeared in half the corresponding span of time in the previous school year. This decreased number was due to many causes, but after a careful study of the situation we believe that it may be attributed in no small degree to the fact that the Ungraded Rooms and Industrial Centers were able to reach an increased number of children in certain portions of the city by appealing to their peculiar mental aptitudes through such an educational regime as prevented their arraignment before the Juvenile Court. This is only an indication of what can be done in the direction of prevention. Besides this number coming, in the first instance, to the Laboratory of the Board of Education (at the direction of the Court), about an equal number appeared before the judge, who had been examined by this Department (some time previously) after the cases had been called to our attention through the regular school channels. The special report on each case and the suggestions and recommendations offered were read at the hearing of the case before the Judge, and were, we were assured, taken into account in the disposition made by the juvenile officers. It should be remarked that in the great majority of cases which came directly from the Judge of the Juvenile Court, the children were examined either after regular working hours or on days other than those set apart for the examination of children reported by the principals or teachers.

THE EYE AND EAR EXAMINATIONS OF CHILDREN BY TEACHERS IN THE CHICAGO PUBLIC SCHOOLS FOR THE YEAR 1906-7.

Examinations of Sight.

During the school year of 1906-7, only 78 out of the 250 elementary schools reported on the eye and ear examinations of pupils. Several reasons have been given for the small number reported. The fact that in many cases it so happened this year that test cards were not available, and although the new test cards had been ordered in December they had not been received until the end of the school year, may have had something to do with it; but it must be admitted that several school principals do not see the necessity of annual examinations. Of the 78 schools making returns, the total number of children reported as examined for defective vision was 54,623, of which 27,876 were boys and 26,747 were girls. With reference to the number of defects discovered, it is unusually difficult to make satisfactory combinations of the statistics, due to the different standards adopted in the teachers' reports, and to the degrees of thoroughness with which the tests were performed.

Of course, in estimating the number of children with defective vision, one must have a well-understood criterion of defectiveness. This is especially important where the tests are made by untrained people for the object of determining only the visual acuity of the eyes. Taking as a standard the type marked 20, at a distance of twenty feet, it is found that the whole number of children whose visual acuity is less than twenty-twentieths for one or both eyes is 9,894, or 18.11 per cent of the total number examined. Defective vision, however, from the teacher's point of view, is quite a different consideration from visual defects as an oculist understands the matter. That is, the child may have normal vision in one eye, and the other may be only two-fourths, two-fifths, two-sevenths or less in visual acuity. If a child has sufficiently acute vision to be able to do good school work he must be placed in a different class from those whose vision seriously impairs school efficiency. The degree of defect that must be adopted, which gives evidence of inefficiency is a question yet undecided. We, however, adopt twenty-fortieths (or one-half normal vision) as a standard of good vision for school work, hence all these children whose eyes do not give evidence of this acuteness are classed as children with defective vision. This may be too strict, but there are many evidences that children with vision even better than twenty-fortieths, especially where there are differences in the eyes, encounter difficulties in carrying school work, and it is safe to adopt this as a basis for classification.

Of the whole number reported then, 54,623, there are 5,871 children, or 10.74 per cent, whose visual acuity is twenty-fortieths (one-half normal) or poorer for one or both eyes, and on whose behalf we must

reckon the lack of proper vision a determining factor in causing backwardness in school work. On the basis of the average daily attendance of pupils in the 250 elementary schools, there were in all probability 22,088 children attending school whose vision was so poor that it affected their school progress in one way or another, and an additional $7\frac{1}{2}$ per cent of the total number in attendance, or 15,158 children, whose visual acuity is not normal and yet whose defects are of such a degree or such a character that they do not seriously interfere with good school work. This is, of course, merely an estimate, for it is apparent that certain schools in the city have a larger percentage of defects for the total school population than others. One school in particular may be mentioned whose average daily attendance is 1,264, and the number of children who have noticeable visual defects is 390, or 30.65 per cent, while those having defects of so grave a character as to practically incapacitate them for school work (twenty-fortieths for one or both eyes, or poorer) numbers 294, or 23.26 per cent. This mere statement of the number will serve to indicate for us the magnitude of the problem involved, were the Board of Education to undertake to provide for the technical examination and treatment of every child with defective vision in the public schools.

Examinations of Hearing.

The examinations of hearing of the school children made by the teachers during the year had for their object simply the determination of the aural acuity of pupils in the elementary grades. It is highly regrettable that there is not available a standard and relatively inexpensive instrument which teachers can employ for schoolroom hearing tests—a test which would be comparable in accuracy and simplicity to the ordinary tests of sight. Because such an instrument is not at hand the results secured by using a watch-test and a voice-test do not enable us to estimate the total number suffering from ear afflictions, nor the number who have hearing which is defective for school work. Many children have earaches and even pus discharges from their ears, but nevertheless possess fair school room hearing power. Others, indeed, because of unusual alertness and perseverance, escape the observation of teachers despite a marked handicap in hearing ability.

Although the results of the report are not amenable to statistical formulation they nevertheless serve a valuable function, as a comparison of the reports from year to year will readily attest, in calling the teachers' attention to the grave defects in this important sense avenue which might otherwise be overlooked.

PHYSICAL EXAMINATION OF TEACHERS AND NORMAL SCHOOL GRADUATES

During the academic year 1906-7 (i. e., from June 30, 1906, to July 1, 1907) the Department as usual assisted the medical examiners in conducting the physical examinations required by the Board of Education. These examinations were given to candidates for admission to the Normal School; candidates for positions as teachers in elementary schools (either entering the service by graduation from the Normal School, or in the case of experienced teachers by academic examination); teachers in high schools; principals in elementary schools; special teachers; and since November 7, 1906, former teachers reëntering the service after an absence of more than one year. In all 772 physical examinations were given during the year, which were distributed as follows:

Elementary teachers.....	256
Principals	15
High School teachers.....	33
Normal School graduates.....	190
Normal School entrants.....	278

The relatively small number of the Normal School graduates, as compared with other years, reduces the total to a number rather considerably less than usual.

The executive features of the work have entirely devolved upon the Department, in addition to active coöperating in getting data for the use of the medical examiners. This data consists of: Family history, height, height sitting, weight, lung capacity, strength of grip, visual acuity and auditory acuity. In addition to this the examining physician secures from the candidate his Health Record, and takes observational and experimental notes on the integumentary system, nervous system, respiratory system, vascular system, and digestive system, and supplements this data by any other considerations which may be estimated as of value in throwing light upon the physical status of the candidate. This forms the basis of the judgment on each person so examined and of the classification made according to the rules of the Board of Education governing physical examinations of teachers, adopted July 6, 1904. A final report is sent to the office of the Superintendent of Schools on each examination made, countersigned by the Director of the Child Study Department to attest to the fact that the data as above secured has been interpreted in accordance with the rules governing physical examinations.

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COMPULSORY EDUCATION.

Mr. W. L. Bodine, Superintendent of Compulsory Education, makes the following report for the year 1906-7:

TRUANCY CONDITIONS.

It has been the policy of the department to correct the irregular attendance at school of a child before it develops into truancy, and to prevent, as much as possible, repetitions of the first offense before it becomes habitual. The limited capacity of our excellent Parental School has somewhat handicapped the work, but the diligence of truant officers, and the serving of warning notices on fathers and mothers (which has quickened coöperation of parenthood, previously lax), has been effective in results. While absences and returns to schools, of temporary absentees, were increased owing to the prevalence of scarlet fever during the winter months, habitual truancy was decreased, and there were 745 less truancy absences this year than for a comparative period the preceding year. The total absences, including repetitions, due to truancy, were 4,156, representing the offenses of 3,270 individual truants. Of the absences, 3,783 were made returnable to the regular schools and the remainder indicates truants sent to corrective institutions and those who were over the compulsory school attendance age. Of the individual truants reported, 3,004 were boys and 266 girls. The returns indicate normal conditions among boys but an increase in truancy among girls, as only 151 girls committed the offense the preceding year. The records of the Juvenile Court also show an increase of delinquency among girls. It is evident that the girl question is becoming one that calls for the immediate and constant attention of parenthood, the state and the public. It will prove as complex as the boy problem if present conditions continue, and those reprehensible agencies that contribute to the waywardness of girls are not eliminated. With chivalry decreasing among men, boldness increasing among young girls, and exceptionally negligent parents becoming more indifferent to their daughters' whereabouts and associates outside of school hours, it is inevitable that the girl problem will become a factor in truancy and delinquency among the city's children. Of the 3,270 individual truants, of both sexes, 588 repeated the offense, and it became necessary to send a number of boys habitually guilty to corrective institutions. It is gratifying, however, to realize that 2,682 did not repeat the offense after their cases had been referred to truant officers, and the coöperation of parents was enlisted—in most instances enforced. Warning notices were served on 2,219 parents and the majority promptly complied. In most cases the child was drifting into truancy as a result of incompatible, intemperate or incompetent parenthood, broken homes, wife desertion, poverty, lack of normal

physical conditions, or the influence of older, and idle, boys beyond the compulsory school attendance age, who infested the streets. Poverty cases were reported to charitable agencies and destitution relieved, particularly the perennial excuse of lack of shoes and clothing. Reports prove that children (particularly boys) are more susceptible to truancy at the age of twelve to thirteen years, as 2,117 of the 3,270 truants were over eleven and under fifteen years of age. The maximum showed 24 per cent twelve years of age; 23 per cent thirteen as compared with the minimum of 3 per cent at fourteen; 4 per cent at seven, and 7 per cent at eight years. Eighty per cent of the habitual truants were addicted to cigarette smoking and many were backward in their grades.

HOME CONDITIONS AND GRADES OF TRUANTS.

Twenty per cent of the individual truants came from good homes; 52 per cent from fair homes and 28 per cent from bad homes.

In grade classification the maximum was 22 per cent from third grade; 20 per cent from the fourth grade; 17 per cent each from the second and fifth grades; 10 per cent from the sixth. There are no manual training classes in these grades. In the seventh the truancy was 4 per cent; in the eighth grade, it was 1 per cent. There is manual training in these two grades. The investigation conducted by truant officers in every district, supplemented by inquiry among boys why they did not like to attend school, verifies the impression existing among sociologists and humanitarians, that the school is more attractive and appeals to the greater interest of boys when the industrial is included with the academic in the curriculum. Manual training centers have been expanded as far as funds would permit, under the administration of Superintendent Cooley. His policy of extending the usefulness of the schools in this respect; in the encouragement of apprentice schools and industrial rooms; in manual training and commercial high schools, and in evening schools as a material ally in creating the socialized and Americanized parent, is to be commended as a policy that stands for character-building and an educative uplift for useful and moral citizenship.

The percentage of truancy absences at the public schools last year was 1.45 per cent of the total enrollment, as compared at 1.70 per cent the preceding year. Truancy cannot be kept under control, however, if the present staff of thirty officers is reduced. In view of the new school attendance law, increasing the compulsory attendance age to include children between fourteen and sixteen who are not employed, more officers may be essential to successful enforcement.

ATTENDANCE AND RETURNS.

During the past year the truant officers accomplished 31,066 returns to school, including repetitions of absences and returns. Of this number,

30,014 were placed in public schools and 1,052 in private schools. The parent has the right, under the law, to designate which school his child shall attend. There has been a slight increase in the placing of children in private schools. The temporary absences reported for investigation, from all schools, with returns, were 27,283, as compared with 21,987 the preceding year—an increase of 5,296, due largely to the alarm of parents who kept their children at home during the epidemic of scarlet fever and diphtheria that prevailed throughout the city during the fall and winter months. The truancy absences, returned to the regular school, were 3,783, including repetitions, as compared with 4,901 the preceding year—the decrease being due to the fact that the persistent crusade against repetitions was effective, and the increased staff permitted more frequent calls of officers at schools and prompt correctional results after the first lapse in attendance. The Truant Officers made a total of 11,133 calls at schools. In addition to their other work they investigated 320 parole cases; enrolled 283 non-attendants; made 1,856 arrests of children at large on the streets and served 2,219 warning notices on parents and 503 notices in Parental School and probation cases. Among the truants found at large were those from thirty-four of the private schools throughout the city. The private schools have no regular truant officers. On holidays they have the right under the state law, to excuse their pupils temporarily from attendance. The public schools have many half-day session pupils. To these two reasons may be attributed the fact that a large number of children are, at times, seen on the streets during school hours.

WORK OF TRUANT OFFICERS.

SCHOOL YEAR FROM SEPTEMBER, 1906, TO JUNE 29, 1907.

MONTH.	Returns, Public Schools.	Returns, Private Schools.	Total Returns.	Truancies Returned.	Temporary Absentees Returned.	Warnings Served on Parents.	Calls at Schools.	Paroles In- vestigated.	Found at Large.	Unenrolled, Found and Enrolled.
September, 1906.....	1,671	199	1,870	483	1,387	58	772	18	214	51
October, 1906.....	3,901	180	4,081	845	3,236	369	1,452	35	301	33
November, 1906.....	2,595	57	2,652	859	2,293	292	1,033	21	166	13
December, 1906.....	1,976	50	2,026	220	1,806	308	849	23	128	10
January, 1907.....	2,676	88	2,764	213	2,551	188	1,138	33	156	10
February, 1907.....	3,376	127	3,503	189	3,314	178	1,135	27	180	11
March, 1907.....	3,528	83	3,609	316	3,293	197	1,202	29	191	34
April, 1907.....	3,690	106	3,796	389	3,407	252	1,198	39	191	22
May, 1907.....	3,338	98	3,436	403	3,033	222	1,174	42	174	32
June, 1907.....	3,265	64	3,329	366	2,963	155	1,175	48	155	18
Total.....	*30,014	1,052	31,066	3,783	27,283	2,219	11,133	320	1,856	233

* Includes repetitions of absences and returns.

CLASSIFICATION OF SEX, AGES, GRADES AND HOME CONDITIONS OF
3,270 INDIVIDUAL TRUANTS—SCHOOL YEAR 1906-1907.

TRUANTS.			AGES.								GRADES.							
Boys.	Girls.	Total.	Yrs. 7	Yrs. 8	Yrs. 9	Yrs. 10	Yrs. 11	Yrs. 12	Yrs. 13	Yrs. 14	1	2	3	4	5	6	7	8
3,004	266	3,270	150	224	319	460	496	766	761	94	292	558	736	671	552	301	126	34

HOME ENVIRONMENT.

Good	651
Bad	909
Fair	1,710

CAUSES OF ABSENCE.

Causes of absence included "illness," "death in family," "no shoes," "kept home to mind the baby," "not vaccinated," "helped mother on wash day," "had trouble with the teacher," "contagious disease in the building," "father and mother separated," "father drinks and children have no fit clothes to wear," "keeping house for father since mother died," etc., etc. Among the truants it was ascertained that many of the boys disliked school because they were too large and too old for primary grades and backward at study, and some demoted in grade with the invariable humiliation. Many truant boys are defective in sight, and study, particularly arithmetic, does not interest them. Victims of mal-nutrition and pathetic sequels of poor homes and poorly cooked and scanty food were plentiful. As usual, wife desertion was a great factor in truancy. Truant fathers cause truant sons.

There seems to be less tendency among Principals to punish with suspensions. Out of 292 boys sent to the Parental School, eighty had been previously suspended.

Your attention is respectfully called to the fact that many children over fourteen were found on the streets who could not go to work because they could not read nor write legible sentences in the English language. Some who recently came from foreign countries could write simple sentences in other languages, but acting under legal advice in which the child labor law was interpreted to apply to the passing of an educational test in the English language, the teachers and principals refused to issue the initiative age and school certificate necessary to obtain a working certificate.

At the recent session of the Legislature the school attendance law was amended. It provided, in substance, that parents and guardians having custody of children between the ages of seven and sixteen years (instead of fourteen) must send them to some public or private school for the full school year, unless excused temporarily for cause by the principal or teacher. When the child reaches the age of fourteen, he, or she, must either continue at school or go to work until the maximum age of sixteen is attained.

PROSECUTIONS.

The department conducted 510 prosecutions. Of this number, 120 were parents; 391 truants and incorrigibles were taken into the Juvenile Court; 292 were sent to the Parental School; 4 to Feehanville; 1 to Glenwood; 1 to Jewish Manual Training School; 1 dismissed, and 92 released on probation. There was an increase in class room incorrigibles sent to

the Parental School. Of the 292 boys committed, 167 were truants, 77 were truants and incorrigibles and 50 others were incorrigibles, but not truants.

The nationality of boys sent to the Parental School, based on the birthplace of parents, was as follows:

German	54	Colored	9
American	42	Norwegian	9
Irish	37	Scotch	3
Jewish	34	Hollander	3
Italian	33	French	3
Polish	28	Canadian	2
Bohemian	12	Hungarian	1
Swedish	12	Slavonian	1
English	9		
Total			292

Of the above number, 130 were Roman Catholics, 128 Protestants and 34 Jewish. Under the state law it is necessary to specify the creed of parents in all petitions filed in court. These boys come from 90 public schools and 12 private schools.

There is need of a better system of safeguarding against the falsification of children's ages when enrolled at school. The parent of an unenrolled child could now state that the child was from one to two years older when taken to school to be registered. Many foreigners, in later years, would thus hasten the child's productive age in industrialism under the child labor law, which permits them to go to work at fourteen. Thus, a child in reality only twelve or thirteen years of age could evade the law by false enrollment.

THE TRANSFER SYSTEM.

There is also need of an extension of a record of transfers between the public and private schools that would be of mutual benefit to both, in locating truants and non-attendants, who, by removals and withdrawals from one system to attend the other, often do not keep faith and evade attendance. The new transfer system at the public schools has been of value in following up transferred children where they go from one school to another in the public school system. During the year, where there was apparent failure of parents to keep faith in sending their children to the school for which the transfer was obtained, truant officers investigated 942 cases. They found 74 truants of this class and placed 70 in public schools and 4 in private schools. There were 503 other children placed in public schools and 98 in private schools; 29 were over or under age; 1 was dead; 237 had left the city, given wrong address or moved.

A feature of auxiliary value to the department was the organization of the Citizens' Coöperative Committee of One Hundred, composed of men and women, members of various reform organizations, Woman's Clubs, Commercial and Industrial Associations, church and charitable societies, social settlements, etc. This volunteer committee is a powerful factor in the social and business life of Chicago, composed, as it is, of citizens of every creed interested in the success of the department and the enforcement of the new compulsory educational law. This public interest has been of great service in securing legislation and in the promotion of school attendance.

In the transportation of crippled children, nine 'buses are in commission; six in the West Side service and three in the South Side service. One hundred and seven crippled children were thus enabled to attend school. In conclusion, I thank you for your coöperation and support.

I desire to express my thanks to all those who have assisted in the work of the year. To the members of the Board of Education, to the teachers and principals of the schools, and to the citizens of Chicago in general, I feel myself under deep obligations.

Respectfully submitted,

E. G. COOLEY,
Superintendent of Schools.

APPENDIX

SUMMARY.

Showing enrollment, membership, attendance and promotions in the several schools, together with the per cent of attendance and the per cent of promotions for the year ending June, 1907:

SCHOOLS.	Enrollment.	Average daily membership.	Average daily attendance.	Promotions.	Per cent of attendance.	Per cent of promotions.
Chicago Normal	538	440.9	430.5	422	97.6	95.7
Austin High	517	485.5	463.4	382	95.4	73.7
Calumet High	423	368.8	346.2	280	94.0	76.0
Crane, Richard T., Manual Tr'g. High...	1,100	974.7	939.9	701	96.4	71.9
Curtis, Geo. Wm. High...	338	268.7	255.2	188	95.0	70.0
Englewood High	1,179	1,079.2	1,029.3	788	95.4	63.4
Hyde Park High	1,355	1,183.5	1,120.1	944	94.7	79.8
Jefferson High	285	247.4	238.6	187	96.4	75.6
Lake High	487	457.4	438.5	284	95.9	51.2
Lake View High	1,432	1,277.6	1,210.7	918	94.8	71.9
Manual Tr. H. (Hoyne) ..	812	253.7	243.9	178	96.1	70.2
Marshall High	861	674.7	625.9	412	92.8	61.1
McKinley, Wm., High..	945	823.2	781.5	617	94.9	75.0
Medill High	659	560.7	524.9	430	93.6	70.7
Phillips, Wendell, High.	1,903	1,641.1	1,539.3	987	93.8	57.1
South Chicago High....	398	372.7	357.6	265	95.9	71.1
Tuley, Murray F., High.	1,021	853.3	808.3	598	94.7	69.5
Waller, Robt. A., High..	833	737.6	700.1	577	94.9	73.2
Adams, John Q.	1,347	1,007.8	941.9	927	93.5	92.0
Agassiz	1,168	1,030.4	983.4	854	95.4	82.9
Alcott	1,246	1,073.4	1,014.3	956	94.5	89.1
Altgeld	1,040	937.6	871.8	732	93.0	73.1
Andersen	1,776	1,546.7	1,431.3	1,343	92.5	86.8
Armour, P. D.	950	784.2	677.2	512	92.2	69.7
Arnold	1,305	1,110.2	1,046.9	948	94.3	85.4
Auburn Park	457	365.4	336.5	310	92.1	84.3
Audubon	1,267	1,124.9	1,070.1	1,005	95.1	89.3
Austin Grammar	494	417.5	402.6	441	96.4	106.6
Avondale	1,460	1,253.0	1,174.9	1,161	93.3	92.7
Bancroft	1,031	883.2	839.6	791	94.5	89.1
Barnard, Alice L.	743	627.1	585.1	543	93.3	86.6
Bass, Perkins	1,326	1,112.3	1,036.9	902	93.2	81.1
Beale	1,515	1,332.5	1,269.6	1,227	95.3	92.1
Beanbloss	615	537.7	496.0	553	92.2	100.3
Beldier, Jacob	757	627.9	578.8	514	92.2	81.9
Belding, Hiram H.	1,251	1,139.9	1,073.2	974	94.1	85.4
Bismarck	1,471	1,270.6	1,195.1	1,168	94.6	91.9
Blaine	1,450	1,296.3	1,232.3	1,110	95.1	85.6
Bradwell, Myra	1,052	908.5	846.4	710	93.2	73.1
Brainard	821	693.7	652.4	524	94.0	75.5

SCHOOLS.	Enrollment.	Average daily membership	Average daily attendance.	Promotions.	Per cent of attendance.	Per cent of promotions.
Brenan, Thomas	669	550.7	502.4	481	91.2	87.3
Brentano	1,508	1,386.2	1,378.3	1,297	95.7	97.1
Brown	1,316	1,095.4	1,049.2	1,017	95.8	92.8
Brownell	596	477.6	450.1	378	94.2	79.1
Bryant	1,684	1,496.0	1,437.0	1,390	95.9	92.8
Burke, Edmund	719	622.9	584.3	561	93.8	90.1
Burley, Augustus H.	1,164	1,005.6	946.0	759	94.7	75.5
Burns, Robert	1,374	1,222.1	1,177.3	1,025	96.3	83.9
Burnside, Ambrose E.	978	804.3	754.1	687	93.7	85.4
Burr	2,352	1,916.8	1,799.5	1,561	93.9	81.4
Burroughs	658	530.5	490.1	444	92.4	83.7
Byford, Wm. H.	601	547.3	521.6	388	95.3	70.9
Calhoun	1,216	1,000.0	939.3	907	93.9	90.7
Cameron, D. E.	1,790	1,529.8	1,440.5	1,282	94.2	94.2
Carpenter	1,428	1,241.4	1,169.9	1,218	94.2	98.1
Carter	1,097	940.1	875.2	880	93.1	93.6
Chalmers, Thomas	930	750.1	706.3	625	94.2	83.3
Chase	1,118	940.0	883.3	886	94.0	94.3
Chicago Lawn	965	800.9	765.6	774	95.6	96.6
Clarke	1,324	1,524.2	1,434.3	1,262	94.1	82.8
Clay, Henry	488	406.6	376.6	368	92.6	90.5
Colman	890	716.0	649.4	589	90.7	82.3
Columbus	876	770.0	730.7	647	94.9	84.0
Coonley, John C.	1,491	1,274.6	1,213.2	1,186	95.2	93.0
Cooper	1,242	1,035.3	986.0	886	95.2	85.6
Copernicus	1,113	1,039.7	981.4	856	94.4	82.3
Cornell	1,128	908.9	834.2	580	91.8	63.8
Crerar, John	696	606.0	567.5	515	93.6	85.0
Curtis, George Wm.	1,204	1,054.9	1,003.1	950	95.1	90.1
Dante	2,058	1,719.0	1,634.3	1,320	95.1	76.8
Darwin, Charles R.	1,169	1,048.1	994.2	970	94.9	92.5
Davis, Nathan Smith.	639	536.9	501.7	406	93.4	75.6
Dewey, George	1,105	989.7	930.1	841	94.0	85.0
Doolittle, Jas. R. Jr.	1,288	1,080.7	1,009.6	972	93.4	90.0
Dore	1,338	1,034.1	979.1	777	94.7	75.1
Douglas	1,243	1,032.5	967.0	934	93.7	90.5
Drake, John B.	1,090	889.5	831.5	796	93.5	89.5
Drummond	1,331	1,077.6	1,002.1	940	93.0	87.2
Earle, Chas. Warrington.	1,420	1,161.8	1,089.4	933	93.8	80.3
Emerson	995	726.4	671.3	686	92.4	94.4
Emmet, Robert	519	445.3	420.0	460	94.3	90.3
Erickson, John	1,165	969.3	904.5	794	93.3	81.9
Everett	943	807.4	757.7	693	93.8	85.8
Fallon	1,226	930.4	837.7	748	90.0	80.4
Farragut	1,529	1,397.8	1,339.6	1,159	95.8	82.9
Farren	1,109	920.5	845.6	800	91.9	86.9
Felsenthal, Herman.	1,119	894.5	833.7	702	93.8	78.5
Fernwood	273	223.9	211.1	197	92.3	86.1

REPORT OF THE SUPERINTENDENT.

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SCHOOLS.	Enrollment.	Average daily membership	Average daily attendance.	Promotions.	Per cent of attendance.	Per cent of promotions.
Field, Eugene	1,040	820.4	763.9	777	93.1	94.7
Fiske, John	660	571.7	533.6	532	93.3	93.1
Forestville	1,592	1,259.9	1,188.8	1,183	94.4	93.9
Foster	2,226	1,922.3	1,815.0	1,720	94.4	90.0
Franklin	1,509	1,222.9	1,154.6	981	94.4	80.2
Freobel	1,230	1,015.5	947.4	1,012	93.8	99.6
Fuller, Melville W.	709	582.8	546.5	531	93.8	91.1
Fulton	1,248	1,012.1	953.9	738	94.2	72.9
Gallistel	1,365	1,166.3	1,089.3	1,100	93.4	94.1
Garfield	1,573	1,327.7	1,222.4	1,141	92.1	85.9
Gladstone	1,153	858.3	795.6	817	92.7	95.2
Goethe	1,275	1,074.7	1,019.5	1,024	94.9	95.3
Goldsmith, Oliver	1,221	991.9	919.0	837	92.7	84.4
Goodrich	1,655	1,365.8	1,258.7	1,097	92.1	80.3
Goudy, W. C.	1,802	1,387.4	1,322.4	1,040	95.3	75.0
Graham	1,214	901.8	818.2	774	90.7	85.8
Grant	841	692.9	645.7	618	93.2	89.2
Greeley, Horace	1,202	1,016.9	962.6	843	94.7	82.9
Greene, Nathaniel	1,110	902.7	828.9	758	91.8	84.0
Gresham	982	853.4	792.2	676	92.8	79.2
Hamilton	1,284	1,089.9	1,033.1	990	94.8	90.8
Hamline, John H.	1,418	1,104.8	1,011.2	888	91.5	80.4
Hammond	1,345	1,155.6	1,104.6	1,053	95.6	91.1
Hancock	617	507.1	471.1	425	92.9	83.8
Harrison	1,338	1,482.4	1,368.3	1,230	92.3	92.3
Hartigan	492	385.6	350.6	340	90.9	88.2
Harvard	484	414.7	382.3	376	92.2	92.2
Haven	1,000	758.9	694.6	614	91.5	80.9
Hawthorne	1,436	1,240.9	1,170.7	950	94.3	76.6
Hayes	795	675.5	629.8	587	93.2	86.9
Headley	698	565.8	531.6	464	94.0	82.1
Healy	1,525	1,360.7	1,308.2	1,225	96.1	90.0
Hedges	931	974.6	915.8	852	93.9	87.4
Hendricks	940	765.7	718.2	610	93.8	79.7
Henry, Patrick	1,174	1,088.8	1,026.8	998	94.3	91.7
Holden	1,709	1,355.7	1,263.8	1,048	93.2	77.3
Holmes	1,254	1,100.9	1,056.4	970	96.0	88.1
Howe, Julia Ward.	551	465.7	441.1	410	94.7	88.0
Howland, George	1,357	1,202.1	1,136.5	970	94.5	80.7
Irving	850	745.3	697.1	628	93.5	84.2
Irving Park	1,247	1,166.2	1,100.9	1,050	94.4	90.0
Jackson, Andrew	1,805	1,437.4	1,345.0	1,208	93.6	84.0
Jefferson	1,312	1,091.2	979.0	1,006	89.7	92.2
Jenner, Edward	1,220	983.6	925.4	894	94.1	90.9
Jirka, Frank J.	1,209	1,015.3	962.4	983	94.8	96.8
Jones	864	608.8	555.9	428	91.3	70.3
Jungman	1,416	1,234.2	1,191.1	1,003	96.5	81.3
Keith	731	542.9	489.0	389	90.1	71.6

SCHOOLS.	Enrollment.	Average daily membership	Average daily attendance.	Promotions.	Per cent of attendance.	Per cent of promotions.
Kenwood	545	453.5	427.3	425	94.2	93.7
Kershaw	1,550	1,310.4	1,236.8	1,094	94.4	83.5
Key, Francis Scott.....	489	411.5	388.5	312	94.4	75.8
King	902	721.3	670.8	612	93.0	84.9
Kinsie	697	495.2	461.5	402	93.2	81.2
Knickerbocker	904	762.8	733.0	633	96.1	83.0
Komensky	1,547	1,322.5	1,268.0	1,089	95.9	95.9
Kosciusko	750	587.2	538.6	484	91.7	82.4
Kosminski, Charles	1,005	853.5	805.3	774	94.3	90.7
La Fayette	1,724	1,481.7	1,413.2	1,371	95.4	92.5
Lake Grammar	425	370.5	345.2	299	93.2	80.7
Langland	984	853.2	808.5	758	94.8	88.8
La Salle	1,112	929.0	873.8	859	94.1	92.5
Lawson, Victor F.....	904	846.9	809.0	686	95.5	81.0
Lewis-Champlin	1,257	1,058.4	990.4	914	93.6	86.4
Libby, Arthur A.....	1,725	1,433.6	1,338.7	1,156	93.4	80.6
Lincoln	1,278	1,111.1	1,053.4	1,000	94.8	90.0
Linne	1,215	1,064.9	1,010.8	852	94.9	80.0
Lloyd, Henry D.....	765	667.3	623.3	582	93.4	87.2
Logan	948	802.7	759.9	699	94.7	87.1
Longfellow	1,211	1,014.7	951.3	1,144	93.7	112.7
Lowell	1,172	1,008.3	952.2	1,072	94.4	106.3
Madison, James	924	722.7	666.9	595	92.3	82.3
Manierre	895	775.8	728.9	694	94.0	89.5
Mann, Horace	933	729.7	677.8	558	92.9	76.5
Marquette	1,870	1,599.4	1,481.1	1,337	92.6	83.6
Marsh, J. L.....	759	621.5	572.5	534	92.1	85.9
Marshall	982	798.9	751.2	602	94.0	75.4
May, Horatio N.....	456	404.2	381.3	370	94.3	91.5
McAllister	945	746.0	669.0	652	89.7	87.4
McClellan	1,301	1,067.7	1,009.6	966	94.6	90.5
McCormick, Cyrus H... ..	1,578	1,439.6	1,375.8	1,077	95.6	74.8
McCosh	1,052	889.9	838.3	779	94.2	87.5
McLaren, John	1,293	1,079.5	981.0	831	90.9	77.0
McPherson	1,290	1,141.9	1,074.6	1,011	94.1	88.5
Medill	1,269	1,069.4	1,030.2	753	96.3	70.4
Mitchell, Ellen	1,856	1,520.1	1,416.7	1,403	93.2	92.3
Monroe, James	1,267	1,135.3	1,068.7	1,120	94.1	98.7
Montefiore	1,477	1,118.3	1,021.3	637	91.3	57.0
Moos, Bernhard	570	486.3	462.8	428	95.6	88.0
Morris	1,069	924.1	877.6	762	95.0	82.5
Morse, Samuel F. B....	633	549.8	517.0	567	94.0	108.1
Moseley	1,175	836.0	748.7	664	89.6	79.4
Motley	1,279	1,018.4	951.0	871	93.4	85.5
Mulligan	1,159	976.9	920.4	864	94.2	83.4
Nash, Henry H.....	1,437	1,291.0	1,221.3	1,140	94.6	88.3
Nettelhorst, Louis	1,167	1,038.4	984.6	894	95.0	86.3
Newberry	1,456	1,265.5	1,189.5	971	94.0	78.7

SCHOOLS.	Enrollment.	Average daily membership.	Average daily attendance.	Promotions.	Per cent of attendance.	Per cent of promotions.
Nixon, Wm. Penn.	1,212	1,086.4	1,023.4	1,026	93.3	93.6
Normal Practice	1,190	1,086.0	980.3	841	94.6	81.2
Norwood Park	219	185.8	174.0	167	93.6	90.0
Oakland	751	605.3	567.3	515	93.7	85.0
Ogden	821	650.0	612.8	531	94.3	81.7
Oglesby, Richard	441	387.8	358.8	335	92.5	86.4
Otis, James	1,198	1,002.7	951.0	887	94.8	88.5
Parental	513	211.3	210.5	212	99.6	100.3
Parkman	1,012	885.2	844.6	797	95.4	90.0
Park Manor	647	560.8	527.5	418	94.1	74.5
Parkside	698	603.7	566.1	496	93.8	82.2
Peabody	925	747.3	689.1	490	92.2	65.6
Penn, William	13	38.6	37.7	...	97.7	...
Pickard	1,583	1,297.9	1,198.8	1,157	92.4	89.1
Plamondon, Ambrose ..	603	537.5	509.6	507	94.8	94.3
Poe, Edgar Allan	436	368.3	352.1	262	95.6	71.1
*Pope, Nathaniel	579	587.8	545.3	741	92.8	126.1
Prescott	1,274	1,024.6	950.9	762	92.8	74.4
Pulaski	1,018	851.1	801.3	709	94.1	83.3
Pullman	995	847.6	797.9	764	94.1	90.1
Raster, Hermann	676	581.4	545.0	553	93.7	95.1
Ravenswood	1,084	889.6	830.1	833	93.3	93.6
Ray	1,041	823.2	768.5	732	93.4	89.0
Raymond	1,039	843.6	771.7	801	91.5	94.9
Revere, Paul	667	561.0	521.4	422	92.9	75.2
Rogers	1,014	880.9	823.7	799	93.5	90.0
Ryerson	981	855.3	803.4	746	93.9	87.2
Scammon	907	721.0	666.0	602	92.4	83.5
Scanlan	1,041	845.9	780.4	781	92.3	92.0
Schiller	1,304	979.7	906.5	846	92.5	86.4
Schley, Winfield Scott..	1,224	1,070.1	1,018.1	935	95.1	87.4
Schneider, George	1,554	1,320.6	1,229.4	1,023	93.1	77.5
School for Apprentices..	227	210.3	185.6	.....	88.3	....
Schools for Crippled						
Children	127	97.3	90.8	65	93.3	66.8
Scott, Walter	919	763.1	714.4	588	93.6	77.1
Seward	1,392	1,105.3	1,020.0	907	92.8	82.1
Sexton, James A.	1,014	813.1	762.7	737	93.8	90.6
Shakespeare	773	632.8	596.2	478	94.2	75.5
Sheldon	623	473.0	440.3	429	93.1	90.7
Sheridan, Mark	1,174	941.2	859.9	772	91.4	82.2
Sheridan, Phil	1,484	1,123.2	1,015.8	936	90.4	83.3
Sherman	1,074	894.9	822.7	778	91.9	86.9
Sherwood	1,233	1,070.5	1,010.3	971	94.4	90.7
Shields	1,136	937.4	860.7	440	91.8	47.0
Skinner	1,255	988.4	905.6	796	91.6	80.5
Smyth, John M.	1,962	1,645.1	1,508.8	1,581	91.7	96.1
Spencer, Herbert	529	434.7	409.1	345	94.1	79.8

SCHOOLS.	Enrollment.	Average daily membership	Average daily attendance.	Promotions.	Per cent of attendance.	Per cent of promotions.
Spry, John	1,508	1,263.7	1,193.4	840	94.4	66.5
Stanley, Henry M.	535	379.7	342.2	275	90.1	72.4
†Stewart, Graeme	41	131.4	124.4	448	94.7	340.9
Stowe, Harriet Beecher.	1,286	1,143.9	1,088.9	1,075	95.2	94.0
Sullivan, W. K.	1,062	855.7	775.2	676	90.6	79.0
Sumner	1,342	1,125.7	1,052.3	903	93.5	80.2
Swing, David	996	829.1	795.0	614	95.9	74.1
Talcott	1,783	1,455.7	1,365.0	1,264	93.8	86.8
Taylor	703	615.8	600.1	506	97.4	82.2
Tennyson	1,010	807.7	748.8	710	92.7	87.9
Thomas, George H.	617	506.0	469.0	390	92.7	77.1
Thorp, J. N.	1,140	873.6	800.5	746	91.6	85.4
†Thorp, Ole A.	565	499.4	473.6	479	94.8	95.9
Throop	920	766.6	717.6	713	93.6	93.0
Tilden	994	781.4	714.7	581	91.5	74.4
Tilton	811	688.3	646.2	567	93.9	82.4
Van Vliissingen	1,612	1,361.8	1,259.2	1,299	92.5	95.4
Von Humboldt	1,807	1,652.4	1,564.3	1,609	94.7	97.4
Wadsworth, James	999	855.6	799.5	848	93.4	99.1
Walsh	1,447	1,220.3	1,152.8	939	94.5	77.0
Ward	1,163	976.0	904.6	787	92.7	80.6
Warren, Joseph	402	344.7	324.2	319	94.1	92.5
Washburne	1,765	1,435.5	1,309.3	1,266	91.2	88.2
Washington	1,211	1,007.5	934.5	856	92.7	85.0
Webster	856	752.7	705.7	647	93.8	86.0
Wells	1,718	1,455.1	1,364.8	1,178	93.8	81.0
Wentworth, D. S.	1,438	1,211.3	1,137.9	1,037	93.9	85.6
West Pullman	1,143	965.4	895.5	784	92.8	81.2
Whitney, Eli	1,591	1,454.1	1,371.6	1,316	94.3	90.5
Whittier	1,140	895.7	861.9	835	96.2	93.2
Wicker Park	1,390	1,197.4	1,123.4	1,094	93.8	91.4
Willard, Frances E.	1,255	1,071.5	1,007.3	969	94.0	90.4
**Worthy, John	567	230.9	204.1	224	88.4	97.0
Yale Practice	998	841.0	787.1	685	93.6	81.5
Yates, Richard	1,177	1,046.0	995.4	1,046	95.2	100.0
Totals	286,766	240,730.3	225,792.0	204,908	93.8	85.1

* Opened in March, 1907.

† Opened in May, 1907.

‡ Opened in February, 1907.

** Statistics for entire year of twelve months:

Enrollment	615.0
Average daily membership	232.5
Average daily attendance	208.4
Promotions	225.0
Per cent of attendance	92.3
Per cent of promotions	96.7

BOARD OF EDUCATION, 1907-1908.

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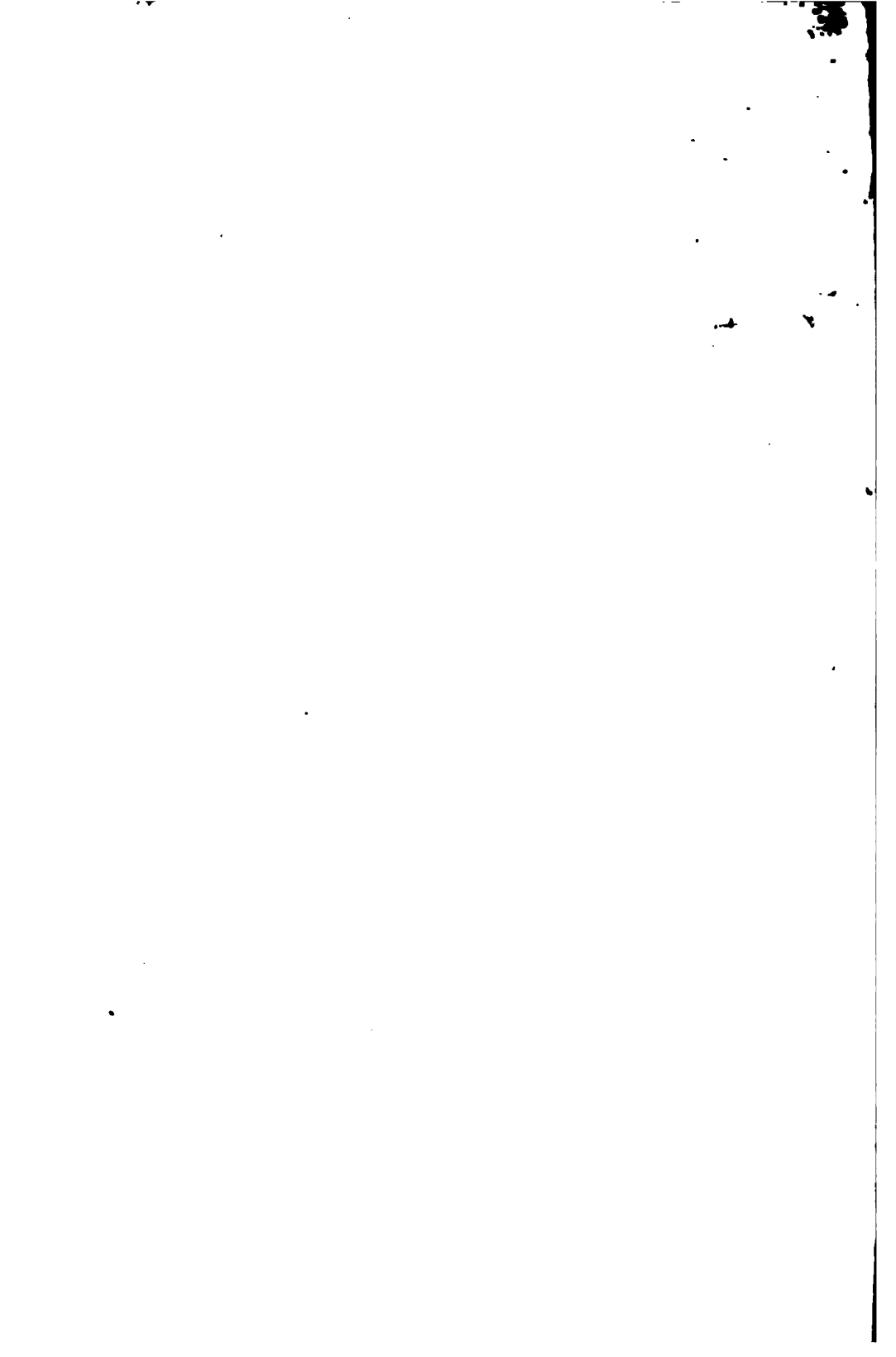
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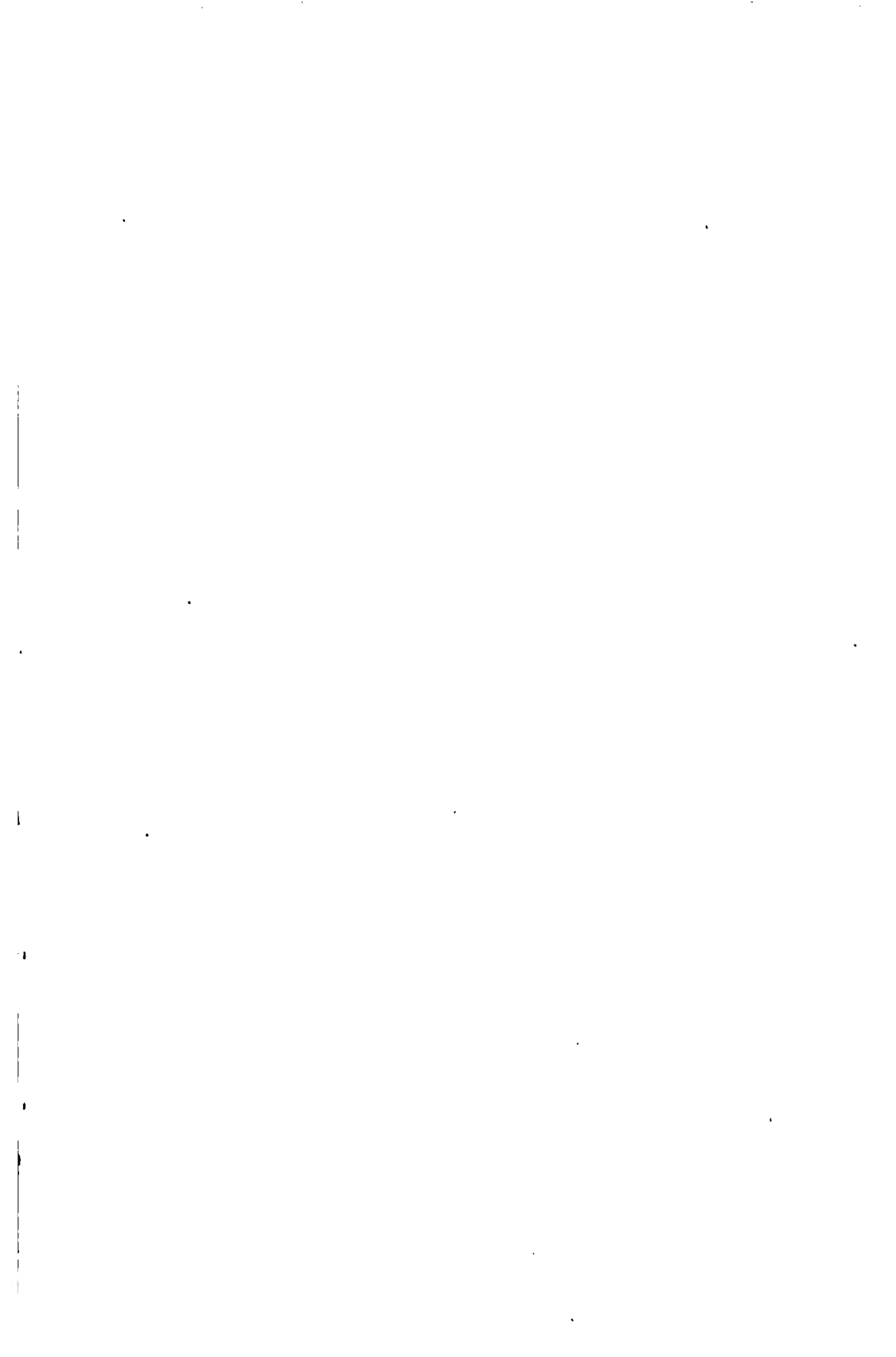
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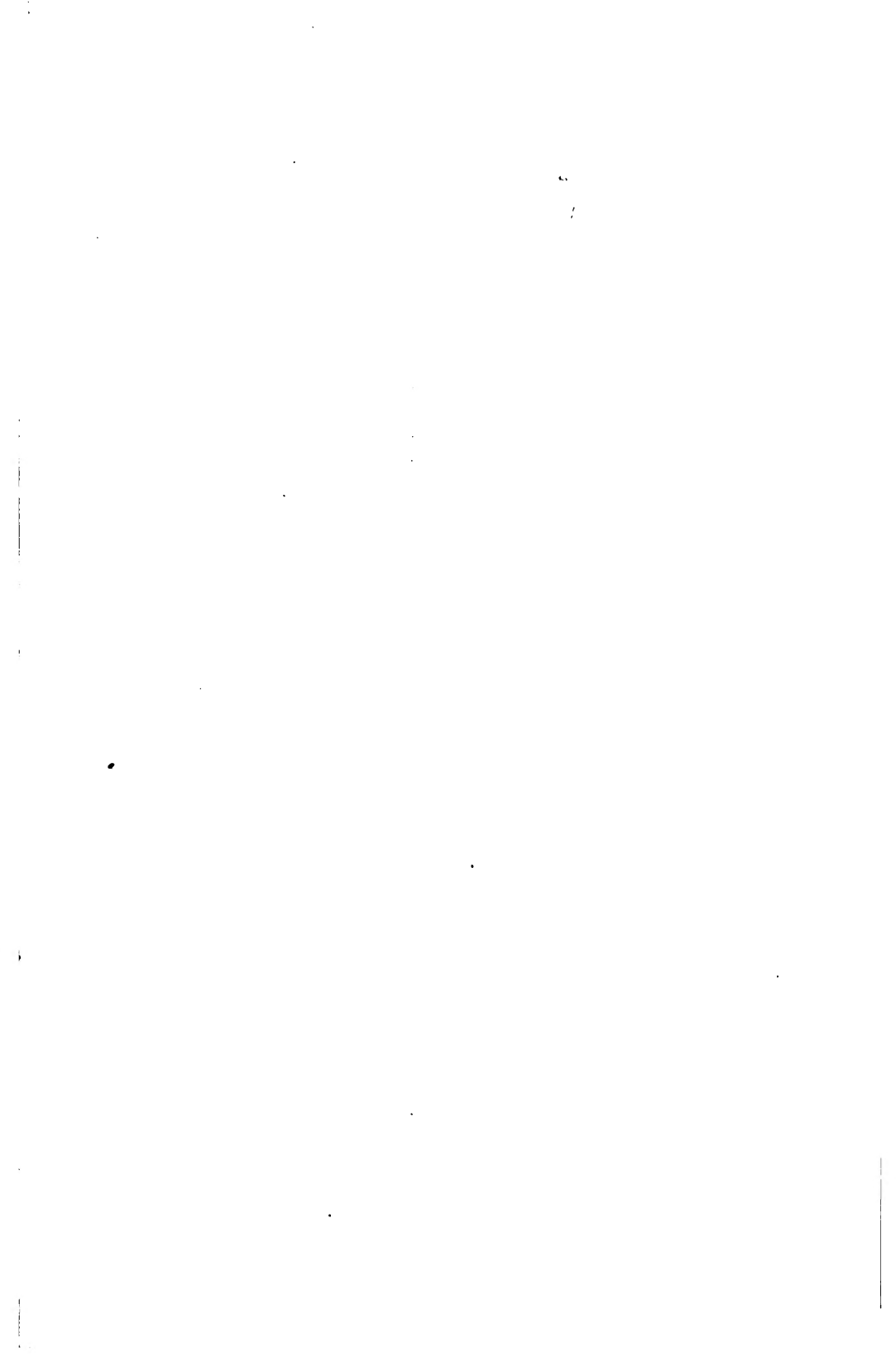
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